

Style Manual

for the
California Department of Education

Sacramento, 2002

Style Manual

for the
California Department of Education

Prepared by
CDE Press
California Department of Education



Publishing Information€

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Prepared for publication
by CSEA members.

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Message from the Deputy Superintendent

CDE Press is charged with several responsibilities: (1) ensuring that documents produced by the Department of Education meet certain minimum standards in both language usage and printing practices; (2) making certain that documents conform to federal and state regulations and departmental policies affecting publications; (3) reviewing and approving all Department publications before they are printed and reproduced; and (4) adhering to a bidding process to ensure that the printing or duplicating is done at the lowest cost (see *DEAM*, Section 3800 in the appendix). This *Style Manual* highlights some of the practices followed by the staff of CDE Press in fulfilling these responsibilities and is intended to help all Department staff who prepare professional documents.

The manual is a compilation of current practices followed by CDE Press staff regarding language usage and style. It also contains useful guidelines for writing and editing and for preparing material electronically for submission to CDE Press. Staff in units preparing documents for publication by the Department will find it invaluable in ensuring that the Department's minimum standards are met. Those standards and several helpful checklists are provided to help consultants review their manuscripts for conformity with Department standards.

A well-prepared document adhering to the established standards will help speed the document through the publication process and save on costs charged to the unit for CDE Press services.

The Department's position on the importance of maintaining standards of quality in its published documents is in keeping with *Government Code* Section 6215, which states that all state government documents shall be written "in plain, straightforward language, avoiding technical terms as much as possible, and using a coherent and easily readable style."

I am sure you will agree with me that this position, and the regulation, benefits the Department as a whole; the teachers of California, who are the primary users of our publications; and the children of California, who are our ultimate audience and the reason we do what we do in the Department.

The Department has also published the *Correspondence Guide*, which contains necessary and valuable information on routine correspondence, memos, and advisories. Support staff and others should follow those guidelines to ensure the professional and consistent handling of all written communications of the Department.

I urge you to become familiar with the materials in both manuals and to follow the guidelines for producing coherent and readable professional publications and communications with the field and the general public.

Susan Lange, Deputy Superintendent
Finance, Technology, and Administration Branch

Introduction

The major purpose of this *Style Manual* is to help staff members in the Department of Education better plan, organize, and prepare a manuscript in a form that is accurate and clear and that will require a minimum of rewriting, editing, and keyboarding before it is sent to press. This publication offers under one cover a handy reference to the practices followed by CDE Press staff regarding language usage and style. By using these guidelines, staff members will have a better idea of what is expected of them as authors or preparers of manuscripts and will be able to prepare their manuscripts more efficiently and economically. (See page 8 for special instructions on *preparing files electronically* for submission to CDE Press.)

In addition, you may want to consult some of the general guides and resources that CDE Press uses to maintain the Department's standards in writing and editing (see the Selected References at the end of this document for full bibliographical information).

Primary sources:

- *The Chicago Manual of Style* (Fourteenth edition)
- *Merriam-Webster's Collegiate Dictionary* (Tenth edition)
- *Webster's Third New International Dictionary*

Useful references on grammar, English usage, punctuation, and capitalization:

- *American Usage and Style: The Consensus*
- *The Elements of Style*
- *Gregg Reference Manual* (Ninth edition)
- *Index to English*
- *Merriam Webster's Dictionary of English Usage*
- *Modern American Usage*
- *On Writing Well*

Resources on the use of inclusive language:

- *The Handbook of Nonsexist Writing: For Writers, Editors and Speakers*
- *How to Avoid Sexism: A Guide for Writers, Editors and Publishers*
- *Publication Manual of the American Psychological Association* (Fourth edition)

Department staff are welcome to use the resources found in the CDE Press library, but materials may not be taken out of the library.

Although several of the sources cited above contain information on compounding and the hyphenation of words, CDE Press has developed a style guide for these matters; it is included here as "Guide for Compounding and Hyphenation." The Press has also developed its own style for footnotes and bibliographies; those formats, too, are included in this publication.

CDE Press welcomes any comments or suggestions that you may have for revision of the manual. Revisions should follow the format used in the manual. Please direct all comments and material to CDE Press, telephone (916) 445-7608, fax (916) 322-1754.

I. Preparations for Writing

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Guidelines for Writing

The Department's general policy is to have its publications reflect the highest possible standards in current American usage and, within budgetary constraints, to have its documents reflect the best possible practices in the publishing industry. High standards are expected of schools and students in California, and CDE Press must continue to uphold high standards in Department publications.

Writers of a Department of Education document should give careful attention to (1) the prewriting stage in the writing process—planning what is going to be written and developing an outline; and (2) the logical presentation of the material—writing clearly and concisely, using correct grammar, and ensuring proper English usage. (The Selected References section of this document contains a list of publications that will be of further use to writers.)

The Importance of an Outline

An outline of the important topics and supporting ideas is the foundation of a well-written document. An outline is especially important in a project that involves a committee of writers because it helps to prevent repetition. Each writer who is assigned a particular portion to write can discern from the outline the scope of his or her section. A good outline ensures that the subject matter is covered in a logical sequence and that important points are not omitted. Writers must spend an adequate amount of time determining what is going to be covered.

The task of writing becomes easier with a clear and logical outline. In those instances in which a manuscript must be approved by someone other than the writer, it is absolutely critical that the writer secure at least tacit approval of the outline before beginning to write. It should be understood, however, by both the writer and those approving the outline that deviations from the outline may occur as the writing proceeds. The outline should be viewed as a guide, not a straitjacket. It is highly recommended that a CDE Press editor be consulted to review the outline before a writer begins the writing process.

In developing an outline, the writer needs to keep in mind the following guidelines:

1. *What is the purpose of the document?* The answer to this question will help the writer choose the best format or approach.
2. *Who is my audience?* The answer to this question will help the writer make decisions about the tone, diction, rhetoric, syntax, and writing style.
3. *What materials or resources do I need to write the manuscript?* The answer to this question will help the writer decide whether he or she is ready to start the writing stage of the writing process. In addition, if the writer uses copyrighted or borrowed materials (including illustrations), he or she needs to keep careful records of citations, including the author's name, the source title, the publisher's name, page numbers, and so forth. Those bibliographic details are often difficult

to find after the manuscript is completed. Writers who quote other authors' work to support their own points should transcribe accurately and give credit to their sources. When substantial excerpts are used, or any line of a song or poem, permission should be obtained from the publisher of the source quoted. (See page 6 for a sample letter of request for permission to use borrowed material.)

Note: If photographs of children are used as illustrations in the document, written parental consent must be obtained. (See page 7 for a sample photograph release form.) Consult with CDE Press before providing photographs.

4. *What do I want to say about this subject?* The answer to this question will help the writer come up with a message of substance that reflects clear thinking on the subject.

When the outline is finished, it should provide a clear picture of the proposed document's content and how the writer intends to develop it.

Standards to Be Maintained

The writers of CDE documents can determine whether they have reached the expected standards for publishing by giving proper attention to grammar, English usage, and the conventions of writing. Common problems in manuscripts include non-agreement of subject and verb, especially when the subject is separated from its verb by several words; unclear pronoun references; overuse of acronyms and abbreviations; the use of colloquialisms; dangling participles; nonparallel constructions; and the improper use of possessives.

Writers may use the following questions to make sure they submit a manuscript that meets CDE standards (see also *The Chicago Manual of Style*, Chapter 2, sections 2.3 through 2.52, for advice on the author's responsibility in the preparation of a manuscript and "Minimum Standards for the Preparation of a Department of Education Manuscript" in this document):

1. Have I established a clear purpose and a specific audience for my manuscript?
2. Have I used a known organizational pattern that my readers will recognize and be able to follow?
3. Have I chosen my words carefully, constructed my sentences clearly, and developed my paragraphs appropriately?
4. Have I presented my material logically and eliminated conflicting statements?
5. Have I given my readers all the information they will need to understand the ideas and information I want them to comprehend?
6. Have I checked all my quoted materials against an original or reliable source, and have I performed all the necessary mathematical calculations to ensure the accuracy of my tabular data?
7. Have I given proper credit for all the material I borrowed?

8. Are all my references good, reliable, and available?*

Perhaps the most important question that the writer should ask is “Does this manuscript represent the best thinking I have on the subject and reflect my highest quality work?” The “Checklist for Authors of a Department of Education Manuscript” (see page 73) should be used as a final check that the manuscript is complete.

Before submitting the document to CDE Press, consultants should use the checklist “Criteria for Manuscripts Submitted to CDE Press” (page 75) to ensure the manuscript is in compliance with Department standards..

*Correct referencing and accurate bibliographies are essential. Be sure to provide complete publishing information on all references. Include annotations for out-of-print material, and consider including annotations for all references.

Sample Request for Permission to Reproduce Material

Date

Name

Address

Dear [Name]:

The California Department of Education is preparing a soft-cover publication titled *[title]*, the purpose of which is to inform educators about [topic]. We plan to print [TK] copies.

- We request permission to reproduce in that book the following material:

Pages [TK] from [title], by [author], published by [publisher], in [copyright year].

A photocopy of the material to be reprinted is enclosed for your information.

- We also request permission to reprint this material electronically in the same format when we publish [title] on the California Department of Education Web site.

We are requesting worldwide distribution rights. If permission is granted, please sign and mail back one copy of this letter in the enclosed self-addressed stamped envelope and keep the other for your files. Of course, we shall acknowledge the source with complete bibliographical data.

The California Department of Education is a nonprofit organization.

Your early action on this request will be most appreciated.

Sincerely,

Name

Title and unit

Address

Telephone and fax numbers

Permission to **reprint** is granted: (yes/no)_____ By_____

Permission to **electronically reprint** on the California Department of Education Web site is granted:

(yes/no)_____ By_____

Date_____ Title_____

Sample Photograph Release Form

I hereby authorize the California Department of Education to use any and all pictures of _____ taken on this date _____.

I understand that such photographs will be used for California Department of Education publications.

Date

Signature of participant

Signature of parent or guardian if participant is under the age of eighteen

Mailing address

Street Address

City

State

Zip code

Telephone number

Fax

E-mail address

Special Instructions for Preparing Electronic Files for Submission to CDE Press

Manuscripts on disks. The best way to submit a manuscript on disk is to create the files using word processing software only. (Create separate word processing files for each chapter in a lengthy document.) The standard for the Department is Microsoft Word 2000. The disk should be accompanied by a **double-spaced** printout of the job. **Important: The files on disk should contain little or no formatting.** Use only single returns between paragraphs, single spaces between sentences, and single tabs. Use the “Table” feature in Word to create tables by means of cells (i.e., do not use multiple spaces or multiple tabs).

After the manuscript has been edited and the edits have been approved by the customer, the graphic artist will do the layout and all formatting required. Therefore, keep in mind that the appearance of the text during the editing process will differ greatly from the appearance of the final product.

CDE Press accepts files on floppy disks, zip disks, or CDs. Indicate the type of software used and the version number on the disks. The Press has cross-platform and file-converting capabilities. However, files created with some PC software may need to be saved by the author as rich-text format (RTF) before submission to CDE Press. You may want to call the Press (916-445-7608) for assistance before submitting text on disks.

Authors wishing to submit disks to CDE Press by mail must use special mailers to prevent damage during shipping. Send copies of disks, not originals. Label your disks appropriately.

Note: Scanning of hard copy is not available through CDE Press. Local copy service centers can usually provide this service.

Illustrations. Call CDE Press for advice on the format of illustrations and the quality of photographs if you intend to provide them.

Minimum Standards for the Preparation of a Department of Education Manuscript

The following minimum standards must be met in preparing documents for publication by the California Department of Education. Manuscripts that do not meet these standards will require heavier editing to bring them up to standard. The lengthier editing process adds to the costs charged for publication services.

Outline

1. Provide a detailed outline of the contents of the manuscript. We strongly recommend that an outline be approved by the Department of Education before writing begins.

Language

2. Use the most correct (and accepted) diction, syntax, and conventions of writing (grammar, usage, spelling, capitalization, punctuation, syllabication, and paragraphing). Please note that the approved manuscript will be edited and prepared for publication by the Department's CDE Press. In editing copy, the Press's editors will follow the guidelines set forth in *The Chicago Manual of Style* (Fourteenth edition), published by the University of Chicago Press. We recommend that you follow the guidelines in that manual or a similar manual in preparing the manuscript for submittal to the Department. Additional assistance may be obtained from the staff of CDE Press, phone (916) 445-7608, fax (916) 322-1754.

Illustrative Material

3. If illustrations are to be used, submit glossy prints, clear inked sketches, or clear penciled sketches. List each illustration by number and title, and indicate in the manuscript where each is to be placed. Provide captions for all photographs. Do not write on the photos. Call CDE Press for further advice on the quality of photographs to be submitted.
4. If tabular material is used, number each table and provide a title for each. Submit tables in separate files. Indicate in the

manuscript where each table is to be placed. Tables and figures (photos, sketches, and the like) should follow the textual references to them.

References

5. Use only the latest editions of referenced textbooks, pamphlets, or other resource materials.
6. Submit a complete bibliography of all materials referenced in the manuscript, materials that you wish to identify as additional sources of information, those that must be used in the conduct of any related assignments, and so forth. Include the author's complete name; source title; publisher's name; name of copyright holder, if different from the publisher; place of publication; appropriate page numbers; edition; and date of publication. (See the section titled "Bibliographical Form for Publications Cited in Manuscripts of the California Department of Education.")

Borrowed Materials

7. If copyrighted or borrowed materials (including illustrations) are to be used, submit the original written permission of the copyright holder with the manuscript (see page 6 for a sample letter of request for permission to reproduce material). Failure to obtain such permission could result in the elimination of the material in question from the final publication. Provide completely documented footnotes for all borrowed or copyrighted material, including author's complete name; source title; publisher's name; and so forth (see item 6). It is advisable that you submit a copy of the

original source from which you borrow information; if this is not possible, submit photocopies of the borrowed material and of the title page, if applicable, from the source.

Copy Preparation

8. Print all material double space on 8½" by 11" paper of good quality, using only one side of the paper. Allow margins of at least 1" on all sides of the manuscript pages.

9. Number all manuscript pages sequentially.

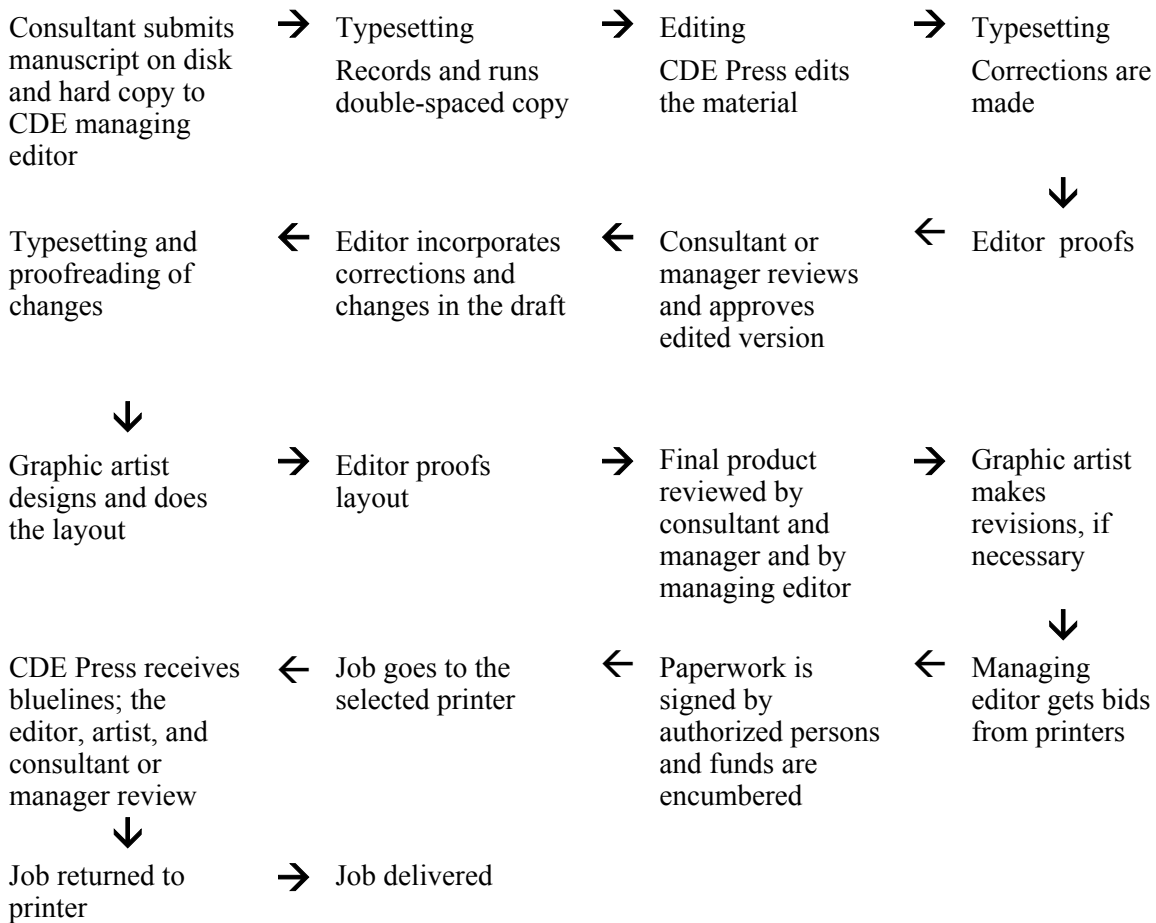
10. Label and submit the disk together with *double-spaced* hard copy. Specify the type of software used.

See also the "Checklist for Authors of a Department of Education Manuscript" on page 73.

Production Process

Before a manuscript is submitted to CDE Press, the copy must be approved by the division director, deputy superintendent, and Executive Office.

The following flowchart shows the production process at CDE Press:



II. Style and Usage

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Alphabetical Reference

The following entries address some specifics of language usage and style followed by the staff of CDE Press in preparing manuscripts for publication. Please note the Department of Education policy is to use the *first* spelling of a word in the dictionary.

See also the section titled “Bestiary: A Compendium for the Careful and the Crotchety” for a lighthearted but helpful guide to terms frequently misused in writing.

A

a, an. Use *a* before a consonant sound. *Examples: a* historical event; *a* one-year term; *a* united stand.

Use *an* before a vowel sound. *Examples: an* energy crisis; *an* honorable man; *an* 1890s celebration.

abbreviations. In general, if an abbreviation can be misunderstood, do not abbreviate. When using an abbreviation or acronym, write it in full the first time mentioned, followed by the abbreviation or acronym in parentheses so that subsequent use of the abbreviation will be easily understood. Always use standard abbreviations. See also *The Chicago Manual of Style* (Fourteenth edition), Chapter 14.

accept, except. *Accept* means to receive. *Except* means to exclude.

accommodate.

according to. Avoid this attribution. Instead, use *said* or *announced* or some other word.

acknowledgment. *Not* acknowledgement.

act. Capitalize for specific legislation (e.g., the Taft-Hartley *Act*) and in reference to a specific act already mentioned in full (the *Act*).

A.D. Abbreviation for *in the year of the Lord*. *Precedes* a given year (e.g., A.D. 104). See B.C.
Note: A.D. and B.C. are usually set in small caps.

addresses.

1. Use Ave., Blvd., and St. with a numbered address (e.g., 10 Downing St.). Do not abbreviate Room, Suite, and Way.
2. Use figures for an address number (e.g., 1 Heavenly Circle).
3. Spell out and capitalize First through Tenth as street names (e.g., 7 Fifth Ave.); use figures with two letters for 11th and above (e.g., 100 21st St.).
4. Abbreviate compass points that indicate directional ends of a street or quadrants of a city in a numbered address (e.g., 220 E. 42nd St.; 600 K St., NW). Do not abbreviate if the number is omitted (e.g., East 42nd Street; K Street Northwest). See also *The Chicago Manual of Style*, 14.21 and 14.22.
5. Miscellaneous address items: *Fort* Bragg and *Point* Arena, but *Mt.* Diablo and *St.* Helena.

admissible.

adverbs (ending in -ly). Do *not* use a hyphen to join an adverb ending in -ly with another adverb immediately following. *Example:* His previously unblemished reputation was ruined.

adviser. *Not* advisor.

advocate. As a verb, it means “to plead in favor of” and should *not* be followed by *for*.
Example: The group advocates prison reform. Noun usage example: He is an *advocate* of prison reform.

aesthetic.

affect, effect.

1. As a verb, *affect* means to influence. *Example:* The intense heat will *affect* the ripening of the crop.
2. As a verb, *effect* means to cause. *Example:* The mediator’s efforts failed to *effect* a compromise.
3. As a noun, *effect* means result. *Example:* What *effect* will the loss have on the team’s morale?

African American. A black American of African descent. Interchangeable with *Black*. No hyphen used.

after. No hyphen used to form a noun. *Examples:* *aftereffect*, *afterthought*. Hyphenate compound modifiers: an *after-school* program.

afterward. *Not* afterwards.

agenda. A list. (Although a Latin plural, now an English singular.) It takes singular verbs and pronouns. *Example:* The agenda was approved by the school board. But see *data*.

ages. Always spell out ages (e.g., children aged five through fourteen). See also *grades*.

aging. *Not* ageing.

aid, aide. Aid means assistance. An aide is an assistant.

AIDS. The acronym stands for acquired immunodeficiency syndrome—a disease of the human immune system that is caused by infection with HIV.

all right. *Not* alright.

allot, allotted, allotting.

allude, refer. *Allude* means to speak (or write) of something without specifically mentioning it. *Refer* means to mention something directly.

American Indian. A preferred term to *Native American*.

among, between. Usually, *between* relates two items; *among*, more than two. *Examples:* The disagreement was *between* the partners. The spoils were divided *among* the warring tribes. But use *between* for three or more items that are related one pair at a time.
Example: Discussions had commenced between the U.S. Secretary of Labor and the coal miners, the automobile workers, and the steel workers.

ampersand (the character “&” meaning “and”). Preferably spelled out as *and*. When used with other abbreviations, put space around “&” as in B. & P. Code.

a.m., p.m. Lowercase, with periods.

and/or. Should be avoided and is usually unnecessary. In situations where one or the other is inadequate, both may be used.

Incorrect: The law allows a \$25 fine and/or 30 days in jail.

Correct: The law allows a \$25 fine or 30 days in jail or both.

anticipate, expect. *Anticipate* means to foresee and deal with in advance; *expect* does *not* include the notion of preparation: They *expected* the visitors to arrive at noon. They *anticipated* the arrival by cooking an extra amount of food.

antibusing. One word.

antidrug. One word.

anti-intellectual. Hyphenated.

appendixes. *Not* appendices.

apt, liable, likely.

Apt means having an inherent tendency.

Liable means open to or exposed to something unpleasant or disadvantageous.

Likely means probable or expected.

Example: Teenagers are *apt* to speed on an open road. If they do, they are *liable* to be arrested. Then they are *likely* to be sorry.

arbitrate, mediate. *Not* interchangeable. One who arbitrates hears a case in controversy and presents a decision. One who mediates interposes between parties in order to reconcile them.

archaeology.

Asian American. Use when routinely describing U.S. citizens or residents of Asian descent. No hyphen used.

assembly. Capitalize as the proper name of a legislative body, with or without a state name: the California *Assembly*, the state *Assembly*. Uppercase also for plural uses: The California and New York *Assemblies*.

assist. Use of *help* is usually preferable. *Assist* means to give supplementary support or aid.

Examples: The teacher's aide assisted the classroom teacher during the reading lesson. Counselors assist students in obtaining employment. See also "Correct Prepositions."

Associate in Arts degree.

assure. See the *ensure, insure, assure* entry.

at risk. Used with *of*, not *for*. *Example:* The child is at risk of developmental delay.

audiotape. One word.

average. The *average* refers to the result obtained by dividing a sum by the number of quantities added together. The average of 7, 9, 17 is 33 divided by 3, or 11.

The *mean* is a figure intermediate between two extremes. The mean temperature of the day with a high of 56 degrees and a low of 34 degrees is 45.

The *median* is the middle number of points in a series arranged in order of size. The median grade in the group of 50, 55, 85, 88, 92 is 85; the average is 74.

The *norm* implies a standard of average performance for a given group. *Example:* The child was above the norm for his age in reading ability.

average daily attendance. The correct abbreviation is *a.d.a.* (ADA is the abbreviation for Americans with Disabilities Act).

awhile, a while. He plans to stay *awhile*. He plans to stay for *a while*.

B

baccalaureate. A bachelor's degree.

bachelor's degree.

bad, badly. *Bad* may be used as an adjective or adverb: The connection was *bad*. The miner was hurt *bad*.

Badly is an adverb: They wanted *badly* to win.

baseline. One word.

B.C. To be used in references to a calendar year before the birth of Christ. B.C. always appears *after* the year (e.g., 214 B.C.). See also A.D. Set B.C. and A.D. in small caps.

before, prior to. Should use *before*. *Prior to* is considered pretentious.

benefit, benefited, benefiting.

beside, besides. *Beside* means at the side of. *Besides* means in addition to.

between. See *among*.

biannual, biennial. *Biannual* means twice a year and is synonymous with semiannual.

Biennial means every two years.

billion. See *millions, billions*.

bimonthly. Means every other month. *Semimonthly* means twice a month.

biweekly. Means every other week. *Semiweekly* means twice a week.

Black. Capitalize as a noun in reference to black Americans of African descent. May be used in all references to African American.

both . . . and. The rule here is that of correlative conjunctions. That is, what appears after the second member must be parallel grammatically with what appears after the first. The rule holds as well for other such pairs: not only . . . but also, either . . . or, neither . . . nor.

Incorrect: He was both loyal to his friends and forgave his enemies.

Correct: He was both loyal to his friends and forgiving to his enemies.

boy. May be used until eighteenth birthday. Then use *man* or *young man*.

brackets. Commonly used to interject editorial comment or information in quoted matter.

Also used within parentheses to set off another parenthetical element (e.g., Section 1072[e]).

braille. Lowercase.

braillewriter. One word.

brainstorm. One word.

brain wave. Two words.

broadcast (v). Use same word for past tense, *not* broadcasted.

bus, buses. Vehicles. *Verbs:* bus, bused, busing. (Not to be confused with *buss* [to kiss].)

C

California Code of Regulations, Title 5, Education. The abbreviation is 5 CCR Section 406 or (5 CCR 406). This title is italicized. Spell out on first reference.

California Education Code. The title is *Education Code*, which is italicized.

The California State University. Correct title for this system. Note initial capitalization at all times for *The*.

can, may. Use *can* for ability or power to do something. Use *may* for permission to do it or possibility. *Examples:* He *can* be trusted to carry out the assignment. You *may* leave whenever you wish. She *may* be able to start work in the fall.

cannot. One word.

capitalization. See examples under the section titled “Capitalization.”

capitol. Capitalize references to the national and state buildings and their sites. *Note:* The word building should not be used in referring to the capitol; that is, do *not* refer to the Capitol Building.

caregiver, caregiving. One word.

carry-over. Hyphenate the noun. The verb is written as two words.

cement. Cement is a powder mixed with water and sand, or gravel, to make concrete. Thus concrete (*not* cement) sidewalks.

center around. Incorrect. The verb *center* means to be collected or gathered to a point. Therefore, use *center on*, *center in*, or *center at*. *Example:* The prosecutor *centered on* the defendant’s prior convictions.

chalkboard. One word. Do *not* use blackboard as a synonym.

chapters. Capitalize *chapter* with an Arabic numeral. *Example:* Chapter 5, Chapter 21. However, *chapters* 2 and 3 (plural) is lowercase.

checklist. One word.

check up (v), checkup (n).

Chicano (s.); Chicanos (pl.). Avoid the term when routinely describing U.S. citizens or residents of Mexican descent. *Mexican American* is preferred.

child care. Two words. Child care worker is three words.

citizen. A citizen is a person who has acquired full civil rights of a nation by birth or naturalization.

Subject is used when the government is headed by a monarch or other sovereign.

National refers to a person residing away from the country of which he (she) is a citizen or to a person protected by a specified country.

citywide. One word; no hyphen.

Civil Rights, U.S. Office for. *Not* U.S. Office of Civil Rights.

close-up (n, adj); close up (v).

co-. As a prefix to form a compound noun, it does not need a hyphen after it; *for example*, coprincipal (*but* co-op).

collective nouns. Nouns that denote a unit take singular verbs and pronouns: class, committee, crowd, family, group, herd, jury, orchestra, team.

Some words may be used to denote individual items or units. *Examples:*

A thousand bushels were created. (individual items)

A thousand bushels is a good yield. (unit)

column numbers. Lowercase and use figures: column 12.

combat, combated, combating.

commit, committed, committing, commitment.

common sense. Two words when used as a *noun*.

commonsense. One word when used as an *adjective* (e.g., commonsense rules).

compare to, compare with. Use *compare to* to liken two things or to put them in the same category. Use *compare with* to consider their similarities and differences. *Compare with* is used much more often than *compare to*.

Examples: She compared my stories to Vonnegut's (said they were like his). She compared my stories with Vonnegut's (pointed out like and unlike traits).

compatible.

complement, compliment. A complement completes or supplements; a compliment expresses praise or respect. *Examples:* The ship has a *complement* of 200 sailors. The flowers were sent with our *compliments*.

comprise. *Comprise* means to contain. Therefore, the expression *comprised of* is always wrong. The whole comprises the parts and not vice versa. *Correct:* The Bechtel Group is a holding company *comprising* three main branches.

concrete. See *cement*.

consensus. Not *concensus*. Means collective opinion, so do not write *general consensus of opinion*.

continual, continuous. *Continual* means recurring at frequent intervals. *Continuous* means going on without interruption. *Examples:* Snow fell *continually* during our month's vacation at Lake Tahoe last winter. Filene's Department Store has been located at Sixth and Polk *continuously* since its establishment in 1871.

convict (v). Used with *of*, not *for*. *Example:* He was convicted of murder.

coordinator-in-charge. Hyphenate.

copyright, notice of. Copyright law says that the notice should contain these three elements:

1. The symbol © or the word Copyright or the abbreviation Copr. *Note:* *The Chicago Manual of Style* says, "There is no point in using both symbol and word."
2. The year of first publication of the work.
3. The name of the owner of the copyright.

Example: © 2000 by the California Department of Education

cost-effective (adj), cost-effectiveness (n). Hyphenate.

county office of education. Formerly office of the county superintendent of schools.

course work. Two words.

credentialed. Preferred spelling. *Credentialing* is also preferred.

crisis (s); crises (pl).

criterion (s); **criteria** (pl).

cross section. Two words.

cum. Spell out the word *cumulative*. *Example:* cumulative file, *not* cum file.

cupful (s); **cupfuls** (pl).

current, currently. All right to use when contrasting the present with the past. But the use is often unnecessary, as in the following:

The government *currently* owns 740 million acres or 32.7 percent of the land in the U.S.

curricula. Not curriculums.

cut back (v); **cutback** (n, adj).

cut off (v); **cutoff** (n, adj).

D

dangling modifiers. Modifiers that do not refer clearly and logically to some word in a sentence.

Dangling: To become a successful speaker, the audience must always be kept in mind.

Correct: To become a successful speaker, one must always keep the audience in mind.

data. Takes plural verbs and pronouns.

day-care center. Adjective always hyphenated.

deaf and dumb. Use *deaf* or *hearing impaired*. If necessary, use *speech-impaired*.

decision maker; decision making. Two words.

Department. *Capitalize* in all references to the Department of Education.

different from, different than. *Different from* is the usual form in most sentences. But when *different* introduces a clause, *than* is often correctly used. *Examples:* My car is different *from* his. How different things appear in Washington *than* in Sacramento.

dimensions. Use figures and spell out inches, feet, yards, etc., for depth, height, length, and width. Hyphenate adjective forms preceding nouns.

The car is 17 feet long, 6 feet wide, and 5 feet high.

The 5-foot-6-inch man.

directions. Always *lowercase* compass points (north, northeast, south, southern, etc.) that indicate direction. *Examples:* He drove north. He lives in southern California.

But *capitalize* compass points that designate regions or are part of a proper name: The South will rise again. North Africa. Southeast Asia. Upper Michigan. (*Chicago*, 7. 36)

disinterested, uninterested. *Disinterested* means unbiased or impartial. *Uninterested* means bored or indifferent.

doctorate (e.g., in psychology). But doctoral degree.

dollars. Normally, use figures and \$ sign. The book cost \$4.

For specified amounts a singular verb is used: He said that \$500,000 is what they need.

For amounts of more than \$1 million, use \$ and figures up to two decimal places: He is worth \$4.35 million.

For amount less than \$1 million: \$4, \$6.35, \$25, \$500, \$1,000, \$650,000.

download. One word.

Dr. Should *not* be used when name of person holding doctorate is first mentioned. Should be used thereafter with last name of the person. Use only for persons holding earned doctorates.

due (adj). *Example:* The decline in the stock market was due to high interest rates.

due to. Do not use *due to* in the sense of *because of*.

Incorrect: They were beaten *due to* the enemy's superior weapons.

Correct: They were beaten *because of* the enemy's superior weapons.

dummy. A preliminary drawing or layout showing the position of illustrations and text as they appear in the final reproduction. A set of blank pages made up in advance to show the size, shape, form, and general style of a piece of printing.

E

each. Takes singular verb.

earth, sun, moon. Ordinarily lowercased but often capitalized when used with the names of other bodies in the solar system. Thus:

The planets Venus and Earth, respectively second and third in order outward from the Sun, resemble each other closely.

ecology. The study of the relationship between organisms and their surroundings. *Not* synonymous with *environment*.

Correct: The laboratory is studying the ecology of man and the desert.

Incorrect: Even so simple an undertaking as maintaining a lawn affects ecology. (Use *environment* instead.)

editor-in-chief. Hyphenated.

Education Code. The title itself is italicized; *for example*, *Education Code* Section 49065.

"Section" in the singular is capitalized; however, the plural is lowercased (e.g., *Education Code* sections 49059–65).

e.g. Abbreviation of the Latin *exempli gratia*. Means "for example." Do not confuse with *id est* (i.e.).

Note: *The Chicago Manual of Style* (14.32) says that abbreviations should be kept out of the running text and should preferably be confined to parenthetical references.

ellipsis (. . .). Examples of correct use: Every man is a . . . part of the main. (Note spaces before and after ellipsis.) The arguments were . . . aimless. . . . The conservative party . . . (Note period after *aimless* to denote the end of a sentence.)

e-mail. Lowercase and hyphenate.

e-mail address. Enclose in angle brackets to avoid confusing the terminal period with the characters in the address. *Example:* <jdoe@cde.ca.gov>.

ensure, insure, assure. Use *ensure* to mean guarantee; use *insure* for insurance; and use *assure* to mean "to set the mind at rest." *Examples:* Do you *ensure* the accuracy of the data? The policy *insures* his life. The mutual fund manager *assured* her clients that their assets were safe.

et cetera (etc.). Do not use. Instead, use *and so on* or *and so forth*.

Note: In many cases the expressions can be deleted without loss.

Do not use *and so on*, *and the like*, and similar expressions after *for example*, *such as*, and similar expressions.

every day, everyday. *Every day* means each day; *everyday* means ordinary: He goes to work every day in his everyday shoes.

ex-. No hyphen unless former is meant: *expropriate*, but *ex-president*.

exclamation point (!). Use only in very exceptional cases.

expect. See *anticipate*.

expel, expelled, expelling.

explicit, implicit. *Explicit* implies that there is no room for ambiguity or difficulty in interpretation. *Implicit* suggests that something can be inferred through a hint or as a necessary cause or effect or suggests something commonly associated in experience.

extra-. Hyphenate with a capitalized word or for avoidance of a double *a*: extra-Britannic, extra-alimentary.

F

fact. All facts are true. A false fact is impossible; actual fact, real fact, and true fact are redundant.

farther, further. *Farther* refers to distance; *further* refers to time or degree: He walked *farther* into the woods. She will look *further* into the mystery.

feasible. Does *not* mean probable or plausible. Means “capable of being done.” Fowler says that its principal value is as a substitute for *possible* where the use of *possible* might lead to ambiguity.

federal. Lowercase unless part of a proper name.

fewer, less. In general, use *fewer* for individual items and *less* for amount or bulk:

No *fewer* than 500 applicants were interviewed. (individuals)

I had *less* than \$50 in my wallet. (amount)

field test (n); field-test (v).

fieldwork (n). One word.

Filipinos. The people of the Philippines. The term *Pilipino* (also known as *Tagalog*) refers to the national language of the Republic of the Philippines.

firefighter. One word.

firsthand. One word.

fiscal, monetary. *Fiscal* applies to a budget; *monetary* applies to currency.

fiscal year. A 12-month period used for bookkeeping purposes. The state fiscal year runs from July 1 to June 30, but the federal fiscal year runs from October 1 to September 30.

flagpole. One word.

flammable. Used to describe an object that will burn quickly. See **inflammable**.

flowchart. One word.

foldout. A folded insert (as a map) in a publication (as a book)—larger in some dimension than the page.

following. Often used carelessly. *After* is usually the appropriate word. *Incorrect:* The plumber was arrested in Virginia on a fugitive warrant *following* (use *after*) a 39-count indictment.

follow up (v). Two words. **follow-up** (n, adj).

forthcoming. Refers to a book that has been accepted for publication but has not yet been published. See also *in press*.

free. Do not use *for* with *free*, which is an adjective or adverb and cannot be the object of a preposition. Free means *for nothing*. Use *at no cost* or *without charge*.

full time, full-time. He works full time. She has a full-time job.

fund-raising, fund-raiser. Hyphenated.

further. *Further* refers to time or degree; *farther* refers to distance.

future. Often used unnecessarily. *Incorrect:* He refused to say what his future plans were. *Future* adds nothing and should be deleted.

G

game board. Two words.

gift. Do not use *free* with *gift*; it is redundant.

GNP. Use in headline or on second reference to gross national product.

gold rush. Lowercased on general reference, *but* Gold Rush of 1848.

good-bye. Hyphenated.

good will (n); **good-will** (adj). Good-will effort.

Governor. (of California)

grades. Always spell out grades (e.g., children in grades nine through twelve).

Greater. Capitalize when denoting a city and its immediate environs. *Example:* Greater Los Angeles.

Growing Up. In a title capitalize *Up*.

H

half (n). Compound nouns with *half* are closed, hyphenated, or open. *Examples:* halftone, half-moon, half sister. See dictionary if in doubt.

handhold (n). One word. *But* **hand-holding** (n). Hyphenated.

hand in hand (adv.). Not hyphenated.

handrail. One word.

her. See *his*, *her* entry.

his, her. When referring to a word that may be male or female, use both *his* and *her* or recast the sentence.

Incorrect: A reporter attempts to protect his sources.

Correct: A reporter attempts to protect his or her sources.

Correct: Reporters attempt to protect their sources.

home page. Two words. (Not yet in dictionary.)

honorary degrees. Do not use Dr. for one without an earned doctorate.

hopefully. Common misuse of this word is illustrated in this sentence: “Hopefully, two-thirds of the cost would be covered by federal grants.” As used in that sentence, *hopefully* does *not* mean “in a hopeful manner.” The intended meaning is “it is hoped that” or “if hopes are realized,” and those phrases should be used.

hyphens. Hyphens are joiners. Use them to join words to express a single idea or to avoid ambiguity. See also the section titled “Guide for Compounding and Hyphenation.”

I

i.e. Abbreviation of the Latin *id est*. Means “that is.” Do not confuse with *e.g.* (for example).

Note: *The Chicago Manual of Style* (14.32) says that abbreviations should be kept out of the running text and should preferably be confined to parenthetical references.

if/whether. *Whether* is the normal word used to introduce a noun clause: “They asked whether we would attend the dinner.” Although *if* is commonly used in this role, it should *not* be used when confusion or ambiguity might occur.

impact. Use *affect* or *have an impact on*. As a verb *impact* means “to press together” or “to strike forcefully.”

implicit. See *explicit*.

imply, infer. *Imply* means to suggest or hint. *Infer* means to reach a conclusion by reasoning from facts or premises.

Did her manner *imply* that she was serious?

What do you *infer* from that last statement?

in, into, in to.

In normally indicates a fixed position: He was *in* the house.

Into indicates movement toward a fixed position: He went *into* the house.

In to (two words) is correct when *in* is an adverb: He turned himself *in to* the police.

include. Usually suggests that the component items are *not* being mentioned in their entirety.

If all are being mentioned, it would be better *not* to use *include*.

Example: The four players drafted *were* (not *included*) Boggs, Castle, Jones, and Smith.

inconsistent. Takes preposition *with*.

incorporate. Takes preposition *with* or *into*.

indexes/indices. Equal variants. *Indexes* is preferred style.

indispensable. Not *-ible*.

individual. Acceptable in contrasting one person with an organization or body of people (How can one *individual* hope to rectify the evils of society?). Should *not* be used as synonym for *person* (Do you see that *individual* standing over there?).

infant. Applicable to children through twelve months of age.

infantile paralysis. Use the term *polio* instead.

inflammable. Better to use *flammable* instead to describe an object that will burn. In describing an object that won't burn, use *incombustible*.

infra-. Hyphenate to avoid a double a: *infra-angelic*. Otherwise, consult the dictionary, hyphenating words not listed there.

initials. Use spaces to separate initials used with a surname, such as T. S. Eliot.

inoculate. Spell with one *n*.

in press. Refers to a journal article that has been accepted for publication but has not yet been published.

in-service. Normally to be used only as an adjective (e.g., *in-service* training).

institutions of higher education. Not institutes of higher education.

insure. See the *ensure*, *insure*, *assure* entry.

inter-. Usually closed; *for example*, interactive. Hyphenate with a capitalized word: inter-American. Otherwise, consult the dictionary, hyphenating words not listed there.

Internet. Capitalize.

intra-. Usually closed; *for example*, intramural. Hyphenate with a capitalized word or with a double *a*. *Example*: intra-atomic. Otherwise, consult the dictionary, hyphenating words not listed there.

IQ. Abbreviation for intelligence quotient.

it. Used to refer to countries and ships (*not* she or her).

it's, its. *It's* is a contraction for *it is* or *it has*: *It's* up to you. *Its* is possessive: The Department renewed *its* commitment.

J

job site. Two words.

judgment. *Not* judgement.

junior, senior. Spell out for a class or its members. *Example*: She is a high school senior; he is a college junior. Use *Jr.* and *Sr.* to designate a son or father only when using a full name. Set off with a comma: John Fortescue, Jr. But in a school name, Jr. is not set off with a comma; *for example*, Martin Luther King Jr. Elementary School.

K

key (adj). The use of *important* or *main* is preferable; *for example*, main points. *Exception*: Key speaker.

kilo-. A prefix meaning 1,000. Usually, the compound word is closed; *for example*, kilometer, kilogram. See *metric system*.

kilogram-meter. Hyphenated.

kilowatt-hour. Hyphenated.

L

last, latest, past. Use *last* when you mean final. Use *latest* when you mean the most recent. Use *past* when you refer to a period of time before the present.

laws. Capitalize legislative acts but not bills: the Taft-Hartley Act, the Rodda bill.

lay, lie. *Lay* is a transitive verb meaning to put or place something. Always takes an object. Principal parts: *lay, laid, laid*. *Lie* is an intransitive verb meaning to recline. Does *not* take an object. Principal parts: *lie, lay lain*.
Correct: I lay the paper by his plate every morning.
Correct: I lay down yesterday after dinner.

legal cases. The names of legal cases (plaintiff and defendant) are usually italicized.

less. See *fewer, less*.

liable. See *apt, liable, likely*.

liaison. *Not* liason.

lie. See *lay, lie*.

lifelong. One word.

life-size or life-sized (adj). *Example*: a life-size (or life-sized) statue.

life span. Two words.

lifestyle. One word.

-like. No hyphen except to avoid a triple l: lifelike, shell-like.

likely. See *apt, liable, likely*.

linage, lineage. Linage is the number of lines. Lineage is ancestry or descent.

local. Avoid such expressions as local community, local school district, and local school board. The use of *local* in those expressions is unnecessary. *Exception*: local educational agency (LEA).

M

magazine names. Capitalize and italicize without quotation marks. Lowercase the word *magazine* unless it is part of the publication's formal title: *Harper's Magazine*, *Newsweek* magazine.

majority, plurality. *Majority* means more than half. *Plurality* means more than the next highest number.

makeup (n), make up (vt).

man, mankind. Avoid using. Instead, use such words as *people*, *humanity*.

markdown (n); mark down (vt).

markup (n); mark up (vt).

master's degree.

median. See *average*.

mediate. See *arbitrate*.

may, can. See *can*.

may, might. Use *may* in the present tense; *might* in the past tense. *May* poses a possibility; *might* adds a greater degree of uncertainty.

mean. See *average*.

media. Usually plural: Radio and television are the electronic media. Singular when collective: The news media is resisting attempts to limit its freedom.

Mexican American. Use the term when routinely describing U.S. citizens or residents of Mexican descent.

mid-. Hyphenate with a capitalized word or a figure: mid-Atlantic, mid-60s. Otherwise, consult the dictionary, hyphenating words not listed there.

mid-range. Hyphenate.

millions, billions. Use figures with *million* or *billion*: California has 21 million inhabitants. The programs have cost \$2 billion nationwide.

Do *not* go beyond two decimals: \$7.55 million. Decimals are preferred to fractions (not 1½ million). Do *not* mix millions and billions in the same figure: 2.6 billion (not 2 billion 600 million).

Do *not* drop the word *million* or *billion* in the first figure of a range: The plan will cost from \$1 million to \$4 million (not \$1 to \$4 million).

Do *not* use a hyphen to join figures with million or billion: The board approved a \$2.5 million budget (*not* \$2.5-million budget).

mini-. Hyphenate with a capitalized word or in avoidance of a double *i*: a mini-United Nations, a mini-industry. Otherwise, consult the dictionary, hyphenating words not listed there.

(miniscule). Misspelling of the word *minuscule*.

minuscule. *Not* miniscule.

Moon. See *Earth*.

multi. Do not hyphenate.

N

native. Refers to the fact that an individual was born in a given location.

non-. Do not hyphenate compounds formed with this prefix.

none. Singular or plural. None are so blind as those who will not see. None is so blind as he who will not see.

noon. Do *not* put a 12 in front of noon.

norm. See *average*.

notetaker, notetaking. Each is spelled as one word.

number. Singular or plural.

The number of graduates this year is small. A large number of signatures are assured.
(*The* takes a singular verb; *A* takes a plural verb.)

numbers (style). Spell out whole numbers from one through ten. Use figures for all other numbers (except at the beginning of a sentence). See also section titled “Numbers.”

O

occur, occurred, occurring, occurrence.

officeholder. One word.

online. One word, lowercase.

on-site. Hyphenate.

oral, verbal. Use *oral* to refer to spoken words and *written* to refer to words put on paper.
Verbal refers to all words written or spoken.

over. Use *more than*, not *over*, when referring to numbers and amounts (e.g., more than 500 persons).

P

paperwork. One word.

part time (adv), **part-time** (adj). He works part time. He is a part-time worker.

people. In general, use for larger groups. **Persons** is used for exact or small numbers; *for example*, nine persons. If *persons* sound affected, use a specific noun, such as researchers, teachers, or visitors.

percent. Spell out. But percentages should be written as numerals; *for example*, 2 percent.

permissible. *Not* permissable.

pica. A measure in printing. There are 12 points to the pica and about six picas to the inch.

picture book (n); **picture-book** (adj).

Pilipino. The Tagalog-based official language of the Republic of the Philippines. *Not* Filipino, the name of a citizen of the Republic of the Philippines.

PL. Abbreviation for public law (e.g., PL 93-201). Note that no periods are used and that the letters are closed up.

playtime. One word.

p.m., a.m. Lowercase, with periods.

policymaker; policymaking (n); **policymaking** (v). One word.

postal card. A card officially stamped and issued by the government for use in the mail. See also *postcard*.

postcard. A card on which a message may be written for mailing without an envelope and to which the sender must affix a stamp. See also *postal card*.

post-test. Always hyphenated. See also *pretest*.

prepositions. See list in the section titled “Correct Prepositions.”

president-elect. Hyphenated

presently. Usually superfluous. Not to be considered equivalent with *now*. Bernstein says that “*presently* is better reserved for *before long*, *forthwith*, or *soon*.”

pretest. One word. See also *post-test*.

principal, principle. Principal means main or chief: He is the school principal. Money is the principal problem. A principle is a rule: They fought for the principle of self-determination.

prior to. See *before*.

privilege. Not *priviledge*.

problem solving. Two words.

pupil. Use when referring to persons enrolled in kindergarten through grade six. See also *student*.

R

recordkeeping. One word.

reevaluation. One word.

regarding. Use *about* or *on* instead.

role-play (v); **role player** (n), **role playing** (n)

S

school-age. Hyphenated when used as a modifier. *Example:* school-age care.

school bus. Two words.

schoolchildren. One word.

school day. Two words.

schoolhouse. One word.

school teacher. Two words.

schooltime. One word.

school year. Two words.

schoolwork. One word.

self-. When the prefix self- is used and the resulting word is listed in the dictionary, the word that follows self- is always lowercased, whether in a title or not;
e.g., *Self-image*.

sic. Italicized. Means *so, thus, in this manner*; may be inserted in brackets [*sic*] following a word misspelled or wrongfully used in the original.

sing-along.

slash (/). Also *virgule* or *slant*. Avoid using this punctuation mark to mean *and* or *or*. *For example*, instead of “school/community program,” use “school and community program.” Or the use of a hyphen may be preferable. *For example*, instead of “parent/child interactions,” use “parent-child interactions.” In some cases use of the slash may be necessary (e.g., HIV/STD guidelines).

Social Security. Capitalize references to the U.S. system. Otherwise, lowercase.

socioeconomic. One word.

social–emotional (adj). Use en (–) dash.

spreadsheet. One word.

staff. Singular or plural. To avoid confusion, use *staff members* with a plural verb.

standards-based. Hyphenated when used as a modifier.

State Superintendent of Public Instruction.

states’ rights.

statewide.

student. Use when referring to persons enrolled in grade seven and above and when referring to persons in a wide range of grades regardless of level. *For example, students* in kindergarten through grade twelve. See *pupil*.

sun. See *earth*.

T

tabletop. One word.

teamwork. One word.

teaspoon, teaspoonful, teaspoonfuls.

teenager. One word.

thank-you (n). Hyphenate. *Example:* A special thank-you . . .

that, which. *That* commonly introduces clauses that cannot be omitted without a change in the meaning of a sentence. Do *not* set off with commas. *Which* commonly introduces clauses that can be omitted without a change in the meaning of a sentence. Set off with commas.

Restrictive: The book *that I left on the bus* was soon returned to me by a kind stranger.

Nonrestrictive: The book, *which I now only read at my leisure*, was returned to me by a kind stranger.

time line. Two words. Used for a table listing important events for successive years in a particular historical period.

timeline. One word. Used for a schedule of events and procedures.

time-out. Hyphenated.

timesaving. One word.

toward. Not *towards* (Brit.)

trademark products. Avoid. Find acceptable substitutes, such as *plastic building blocks* for Legos or *self-stick notes* for Post-it notes.

U

unanimous. Term means the agreement and consent of all; hence, do not use *completely* with unanimous. (*Incorrect:* Completely unanimous.)

underway (adj); **under way** (adv).

up close (adv or adj). Two words. At close range.

update (v or n). One word.

upon. Avoid this word. Use *on* instead.

up-to-date (adj). Hyphenated.

U.S. Department of Education. No space between the initials.

use/utilize. *Utilize* can be thought of as a needless word. Follett: “If *utilize* and *utilization* were to disappear tomorrow, no able writer of the language would be the poorer.”

V

verbal. See *oral*, *verbal*.

via. Use *through*.

vice president. Two words.

vice principal. Two words.

vice regent. Two words.

W

Washington, DC 10016. *Not* Washington, D.C. 10016 (but *D.C.* if not used with a zip code).

Web address. Use italics and enclose in angle brackets (<>) to avoid confusion with other punctuation. *Example:* See the Web site <<http://www.cde.ca.gov>>. May break the address at the end of a line after a slash or a period. *Never* break addresses at hyphens, and never introduce hyphens into addresses to mark line breaks. Adding or deleting a hyphen makes a new address.

Web site. Two words. Capitalize *Web* (refers to the World Wide Web). Lowercase *site*. Set off the title of a particular Web page with quotation marks. *Example:* Visit the Web page “Stockton Certified Farmers’ Market Association” <<http://www.stocktonfarmersmarket.org>> for market locations and times.

well-being. Hyphenated.

whether. See *if*, *whether*.

which, that. See *that*, *which*.

-wide. No hyphen: citywide, countywide, statewide. *But* government-wide. *The Chicago Manual of Style*, p. 220, states: “. . . closed unless long and cumbersome.”

widow. A single, usually short, line (as of a paragraph) separated from its related text and appearing at the top of a printed page or column. *To be avoided*.

(wierd). The correct spelling is weird.

word of mouth (n); word-of-mouth (adj).

workbook. One word.

workday. One word.

workforce. One word.

work group. Two words.

workload. One word.

work order. Two words.

workplace. One word.

work plan. Two words.

work sheet. Two words.

workshop. One word.

work site. Two words.

World Wide Web. Capitalize. Also referred to as the *Web*, which is always capitalized.

X Y Z

year-round (adj, adv). Hyphenated. *Example:* She is enrolled in a year-round school.

youth. Includes young persons aged thirteen through seventeen. After eighteen, use *man* or *woman*. Use as singular collective when referring to large groups; *for example*, the *youth* of America. Plural form is *youths*.

Capitalization

Assembly (California)
Associate in Arts degree
bachelor's degree
census (but capitalized if the official title of the census is used; e.g., *1970 U.S. Census of Population*)
Congress (U.S.)
county (capitalized if preceded by the name of a particular county or counties; e.g., Sacramento County; Alameda and Butte Counties)
credential titles: not capitalized (e.g., administrative services credential)
Curriculum Commission
Department (Department of Education)
Doctor of Philosophy degree (but *doctorate*)
Education Building
Education Code Section _____ (but *Education Code* sections _____)
the Empire State and Chrysler Buildings
federal
Fifth Avenue
Governor (of California; all others lowercase)
grade six
juvenile court
key of F major or minor
Legislature
Master of Arts degree (but master's degree)
northern California
the Oval Office; the President's office
President (U.S.)
Senate (California, U.S.)
southern California
state
State Library
titles following names if titles are official (e.g., Delaine Eastin, State Superintendent of Public Instruction)
twentieth century
Twenty-third Street
United States Supreme Court; the Supreme Court; the Court
Workers' Compensation law

Capitalization in Titles of Chapters, Subheads, and the Like

General rule: Capitalize the first letter of the first and last words and each important word in a head; i.e., nouns, pronouns, adjectives, verbs, adverbs. Capitalize both parts of a hyphenated word. *Example: Well-Known Composer Dies.* However, if the hyphenated word is considered as one word or is a compound numeral, the second part is *not* capitalized.

Example: Anti-inflation Measures; Report of the Ninety-fifth Street Housing Committee. If a hyphenated word is in the dictionary, the second part is not capitalized in a title. Articles, conjunctions, and prepositions of four letters and under are *not* capitalized. Examples of capitalized and noncapitalized words are the following:

Among	If	Not	This
and	It	or	to
as	Like	Than	Through
Be (and all its forms)	No	That	When
but	nor	Then	with
			Yes

Numbers

In general, spell out numbers ten and under.

Do *not* start a sentence with a number.

Spell out grades and ages. (Danny is eleven years old and will soon be in the sixth grade.)

Use this style for identifying more than one page: pp. 61–62; pp. 100–101; pp. 103–104; pp. 214–17.

Use all numerals when a series of numbers is involved.

In writing that involves dimensions, statistical data, percents, and so on, use figures throughout (e.g., the room was 9 feet long and 7 feet wide).

Use words, not figures, for all ordinals. (The second edition will be published in the twenty-first century.)

In street addresses, spell out and capitalize First through Tenth as street names (e.g., 7 Fifth Ave.); use numerals with two letters for 11th and above (e.g., 100 21st St.).

Use a comma with four figures or more (e.g., 1,000). But note differences in metric system.

Do *not* use the apostrophe to show the plural of numbers (e.g., 1960s).

Hours

Spell out ten and under.

Money

Do *not* use ciphers (00) with whole sums of money (\$8 or \$80); use with fractional sums (\$8.50 or \$80.03). Write \$8 billion, but eight billion bushels.

Time

Spell out time in ordinary reading matter. Statistically, use these forms: 4 p.m., 5:30 a.m.

Correct Prepositions

abhorrence—of
abhorrent—to
ability—at (doing); with (something)
abound—in or with
absolve—from or (sometimes) of
abstain—from
abstract (v)—from
abut—against (a wall); on (a line)
accede—to
accommodate—to or with
accompanied—with (things); by (persons)
accord, accordance—with
accountable—to (persons); for (acts)
accrue—to
accuse—of
acquaint—with
acquiesce—in
acquit—of
adapted—to (a use); for (a purpose); or
from
addicted—to
adherence—to
adjacent—to
adjusted—to
admit—of (a solution); to
advantage—of or over
adverse—to
averse—to; from (rarely)
affiliate (v)—with or to
agree—with (persons); to (suggestions); in
(thinking); on (a course of action)
alien—from or to
align—with
ally (v)—to or with
aloof—from
alternate—with
amalgam—of
amalgamate—into or with
amenable—to
amused—at, by, or with
analogous—to
angry—with or at
annoyed
be annoyed—by
feel annoyed—at or with

antecedent—to
anterior—to
antipathy—to, toward, or against
apart—from
apathy—toward
append—to
apportion—to, among, or between
appreciation—for; of
apprehensive—of (danger); for (persons)
approve—of
approximate—to
apropos—of (or no preposition)
arrive—at or in
assent—to
assimilate—to or (infrequently) with
assist—at (be present); in or with (help)
associate—with
assure—of
attempt (n)—at
attended—with (things); by (persons)
augmented—by or with

based—on or in
basis—of or for
blend—with
boast—of or about
border—on
borne—by or on
break—with or from

calculate—on
capable—of
careful, careless—with (object); of
(value); about (small things)
caution—against
center—on, in, or at (not around)
characteristic—of
charge—with
chastened—by or with
chide—for
clear—of
coalesce—with
coincide—with
commiserate—with
commune—with

compatible—with
compete—for or with
complacent—toward
comply—with
concur—with (persons); in (a measure); to
(an effect)
conducive—to
confide—in
confident—of
conform, conformity—to or with
congenial—to
consent—to
consequent—to or on
consistent—with
consonant—with
contemptuous—of
contend—with or against (enemies); about
(issues)
contrast—to (opposite); with (different)
convict—of
cured—of

debar—from
defect (n)—in (artifact); of (a person)
defend—from or against
deficient—in
defile (v)—by or with
demanding—of
deprive—of
derive—from
derogate—from
derogatory—to, from, or (rarely) of
desirous—of
desist—from
despair—of
despoil—of
destined—to or for
destitute—of
destructive—of; to (injurious)
detract—from
deviate—from
devolve—from or on
differentiate—from, between, or among
difficulty—in (plus *gerund*)
disappointed—in, with, by, or of
disapprove—of
discourage—from
disengaged—from

dispense—with or from
dispossess—of or from
disqualify—from or for
dissatisfied—with
dissent—from
dissimilar—to
dissociate—from
distaste—for
distill—from or out of
distinguish—between, from, or (rarely)
into
distrustful—of
divest—of
divide—between or among
divorce—from
drench—with
dwell—in, at, or on

eager—for, after, or in
embark—in or on
embellished—with
emerge—from
emigrate—from
encroach—on
end—with or in
endowed—with
enter—on or into
equal—to
equivalent (adj)—to or (sometimes) with
equivalent (n)—of
essential (adj)—to
essential (n)—of
estimated—at
exception—to, from, or against
exclude—from
exclusive—of
excused—from or for
exonerate—from or of
expel—from
experienced—in or at
expert—in, at, or with
expressive—of
extract—from
exude—from

faced—with
fascinated—by (person); with (thing)
fascination—for

favorable—for, to, or toward
fear (n)—of
fond—of
fondness—for
forbid—to (infinitive)
foreign—to
founded—on or in
freedom—from or of
friend—of or to
friendly—to or toward
frightened—at or by
frown—at or on
frugal—of
fruitful—in or of
fugitive—from
full—of

grateful—to (persons); for (benefits)
grieve—at, for, or after
guard—against or from

healed—of (disease); by (agency)
heart (to take)—from or at
hinder—from
hindrance—to
hint—at
honor—with, by, or for
hope—for or of

identical—with or to
identify—with
immigrate—to or into
impatient—at, of, with, or for
impeach—for or of
impenetrable—to or by
impervious—to
implicit—in
impose—on
impress—on, with, into, or upon
impressed—by or with
improve—on
inaccessible—to
incentive—to or for
incidental—to or on
incongruous—with
inconsistent—with
incorporate—with or into

inculcate—on or in
independent—of
indulge—in or with
indulgent—to or of
inferior—to
infested—with
infiltrate—into
infiltration—of
influence (n)—over, on, or with
infuse—with
inimical—toward
innate—in
inquire—for, about, after, or into
inroad—into
insensible—to, from, or of
inseparable—from
insight—into
inspire—by or with
instill—into
instruct—in
intent—on
intention—to or of
intercede—with or for
interpose—in or between
intervene—in (dispute); between
(disputants)
introduce—to or into
intrude—on or into
inundate—with
invest—with or in
involve—in
isolate—from

jealous—of
jeer—at
justified—in

lacking—in
lag—behind
lament—for or over
laugh—at or over
lean—on, upon, or against
liken—to

made—from, out of
marred—by
martyr (n)—to

martyr (v)—for
mastery—of (a subject); over (persons)
meddle—in or with
mediate—between or among
militate—against
minister—to
mistrustful—of
mix—with or into
monopoly—of
motive—for

necessary—to or for
necessity—of or for
neglectful—of
negligent—of or in

obedient—to
object (v)—to or against
observant—of
obtrude—on
occasion—of or for
occupied—by or with
offensive—to
opportunity—of or for
opposition—to
originate—in or with
overwhelm—by or with

parallel—to or with
part—from or with
partial—to
partiality—to, toward, or for
participate—in
patient—in, with, or of
peculiar—to
permeate—into or through
permeated—by
persevere—in
persuade—to
persuaded—by or of
pertinent—to
pervert—from
piqued—at or by
pleased—at, by, or with
plunged—in (despair); into (water)
possessed—of, by, or with
possibility—of

precedence—of
precedent (adj)—to
precedent (n)—for or of
precluded—from
predestined—to or for
preface (n)—of or to
preference—to, over, before, or above
prejudicial—to
preoccupied (adj)—by
prerequisite (adj)—to
prerequisite (n)—of
present (v)—to or with
preside—over or at
prevail—on, with, against, or over
productive—of
proficient—in or at
profit—by or from
prohibit—from
pronounce—on (thing); against (person)
propitious—to or for
protest—against
provide—with, for, or against
punish—by, with, or for
punishable—by
purge—of or from
pursuant—to
pursuit—of

qualify—for or as
question (n)—on, about, concerning, or of

reason—for
rebellious—against, to, or toward
receptive—to or of
reconcile—to or with
regardless—of
repent—of
replete—with
repugnance—to, against, or for
resemblance—to, between, or among
resentment—against, at, or for
respect—in respect takes of or to; with
respect takes to. By itself the noun
respect takes for.
restrain—from
revel—in
rich—in
rid—of

(at) risk—of
rob—of

satiate—with
scared—at or by
(in) search—of
sensible—of or to
sensitive—to or of
similar—to
slave—to or of
solicitous—of, for, or about
solution—of or to
sought—after or for
sparing—of
strive—for, with, or against
subject—to or of
suffer—with or from
suitable—to, for, or with
surprised—at or by
suspected—of
sympathetic—with, to, or toward
sympathy—with, between, for, or toward

tax—with or for
temporize—with
tendency—to or toward
theorize—about
thoughtful—of
thrill—to, at, or with
thronged—with
tinker—with
tired—of, from, or with

tolerance—for, of, or toward
tormented—by or with
transmute—to or into
treat—of (a subject); with (an enemy)
true—to (form); with (a line or edge)
trust—to or in

unfavorable—for, to, or toward
unpalatable—to
useful—in, for, or to

vary—from
vest (v)—in
vie—with
view—with a view, to; in view, of
void (devoid)—of
vulnerable—to

want—of
wanting—in
wary—of
way—of (manner, method)
worthy—of

yearn—over, for, after, or toward
yield—to

zeal—for or in

Guide for Compounding and Hyphenation

The following annotated lists are intended as a general guide for the spelling of compound words and words with prefixes and suffixes. The lists are not exhaustive. In doubtful cases consult a dictionary.

A Guide for the Compounding of Adjective Forms

Note: When the meaning is clear and readability is not aided by the addition of a hyphen, do not hyphenate an adjective form; e.g., civil rights case, high school student, income tax form, per capita expenditure, real estate tax, subject matter proficiency, speech correction class.

<i>Word form</i>	<i>Rule for compounding</i>	<i>Example</i>
adjective plus past participle derived from noun	Hyphenate an adjective joined by a past participle derived from a noun if they precede and modify a noun.	able-bodied, custom-designed
adverb ending in -ly plus participle or adjective modifying noun	Do not join an adverb ending in -ly with a participle or adjective modifying a noun.	federally insured bank, highly complex idea
all	Hyphenate compounds that include the word <i>all</i> when they modify a noun.	all-around, all-inclusive
best, better	Do not hyphenate a two-word modifier if the first element is a superlative or comparative.	best dressed man, better paying job
chemical terms	Chemical terms are not usually hyphenated.	calcium carbonate solution
colors	Compound adjectives expressing color are not usually hyphenated.	reddish orange house
cross	Most compounds with the word <i>cross</i> are hyphenated.	cross-check
fold	Adjectival compounds with <i>fold</i> are usually spelled as one word.	threefold
foreign phrases	Foreign phrases used as adjectives do not usually take a hyphen.	ex officio, bona fide

fractions	Hyphenate common fractions used as adjectives or adverbs.	one-fifth, two-thirds
half	Most adjectival compounds with <i>half</i> are hyphenated.	half-baked, but halfhearted
ill	A compound with <i>ill</i> is hyphenated.	ill-advised, ill-fated, ill-bred
like	When the suffix <i>like</i> is used to form a compound, it is spelled as one word.	catlike
little	A compound with <i>little</i> is hyphenated when it precedes a noun.	little-known person
noun plus present participle	Hyphenate a noun and a present participle modifying another noun.	decision-making process, hand-washing facility, life-planning process
nouns joined to modify another noun	Hyphenate two nouns modifying a third noun if confusion would be created by not hyphenating.	adult-student ratio, principal-teacher relationships, entry- level skills
number plus odd	Hyphenate the cardinal number when added to <i>odd</i> to modify a noun.	fifteen-odd times
numerical compounds	Hyphenate the cardinal number and the unit of measure when they precede the noun.	ten-foot pole
phrase as adjective	Hyphenate most phrases used as an adjective before a noun.	day-to-day activities, give-and-take session, once-a-year activity
proper nouns	Do not hyphenate proper nouns in their original form; add the hyphen in combined forms.	Latin American countries, Austro- Hungarian empire
quasi	Hyphenate adjectival compounds containing the word <i>quasi</i> .	quasi-legislative activity
self	Hyphenate compounds with the word <i>self</i> .	self-confident person

well	Compounds with <i>well</i> are hyphenated when they precede the noun.	well-timed, well-worn
wide	Compounds with <i>wide</i> are usually spelled as one word.	nationwide

In almost all instances, adjectives formed with the following prefixes are written as one word; but the compound should be hyphenated when the second element is a capitalized word or numeral:

anti	non	semi
extra	over	sub
infra	post	super
inter	pre	ultra
intra	pro	un
mini	pseudo	under
multi	re	

Note: Misleading or difficult-to-read prefixed compounds are the exceptions to the closed style and should be hyphenated; *for example*, pro-choice, pro-life, anti-integration, anti-utopian.

A Guide for the Compounding of Noun Forms

<i>Word form</i>	<i>Rule for compounding</i>	<i>Example</i>
ache	Compounds ending in <i>ache</i> are solid.	backache, toothache
book	Those beginning or ending in <i>book</i> are usually solid.	bookmark, notebook
-elect	Compounds ending in <i>elect</i> are hyphenated but not if the name of the office is two or more words.	president-elect
eye	Most of those beginning with <i>eye</i> are solid.	eyeball, eyelid
fractional numbers	Connect the numerator and denominator with a hyphen.	one-fourth, one-half
general	Do not connect or hyphenate words with <i>general</i> .	attorney general

great	Hyphenate <i>great</i> with relatives.	great-grandfather
horse	Compounds beginning with <i>horse</i> are usually solid.	horsefly, horseshoe
house	Most compound nouns beginning with <i>house</i> are solid.	houseboat, housekeeper
in-law	Hyphenate the <i>in-law</i> words.	father-in-law
master	Newer words combined with <i>master</i> are open; older forms are solid. Check your dictionary.	masterpiece, master plan
mill	Compounds beginning with <i>mill</i> are usually solid.	millpond, millwright
noun plus noun	Hyphenate two nouns that have different but equally important functions.	principal-teacher, author-critic
noun plus preposition	Hyphenate combinations of words, including a prepositional phrase that describes the noun.	sergeant-at-arms, grant-in-aid, commander-in-chief
personal pronouns	Personal pronouns are one-word compounds.	herself, oneself
play	Compounds beginning with <i>play</i> are usually solid.	playback, playroom
quasi	Almost all <i>quasi</i> nouns are two words, but the adjectives are hyphenated.	quasi scholar, quasi-judicial
school	Many compounds beginning with <i>school</i> are solid.	schoolchildren, schoolhouse
self-	Hyphenate all compounds containing the word <i>self</i> .	self-examination
snow	Compounds beginning with <i>snow</i> are often solid.	snowball, snowplow
wood	Many compounds beginning with <i>wood</i> are solid.	woodblock, woodwork

work

Many, but not all, compounds
beginning with *work* are solid.

workbook, workout,
work sheet

Compounds ending in the following are usually written as one word, especially when the prefixed word is one syllable:

berry	house	piece	weed
blossom	keeper	power	wide
boat	keeping	proof	wise
book	light	room	woman
borne	like	shop	wood
bound	maker	smith	work
brained	making	stone	worker
bush	man	store	working
fish	master	tail	worm
flower	mate	tight	wort
grower	mill	time (not clock)	writer
hearted	mistress	ward	writing
holder	monger	way	yard

How to Avoid Sexism in Writing

Authors must choose words carefully to ensure accuracy, clarity, and freedom from bias in their writing. In particular, they need to select nouns, pronouns, and adjectives that will eliminate, or minimize, ambiguities in references to gender and avoid stereotypes.

Pronouns present the most frequent problem authors encounter in trying to avoid sexism in writing; that is, avoiding the use of *he*, *his*, or *him* when writing for a general audience.

The most obvious solution is to use *he or she* and *his or her* whenever reference is made to any unspecified or hypothetical person who may be male or female. The trouble with that form is that it becomes awkward when repeated too often in an extended context. One option is to alternate uses of *he* and *she*. *Example:* He may choose to hold his bottle of milk. She may like to use a spoon to feed herself.

There are other ways to deal with the problem. Take, for example, this sentence:

The student must stick to his subject when he writes his paper.

1. You can use plurals (*they* and *their*):
Students must stick to their subject when they write their papers.
2. You can address the reader directly (*you*):
You must stick to your subject when you write your paper.
3. You can use the third person pronoun (*one*) and eliminate some pronouns:
One must stick to the subject when writing a paper.
4. You can repeat the noun involved and use the definite or indefinite article:
The student must stick to the subject when the student writes a paper.

All options will not work equally well in every situation. With care—and a little practice—you can find clear and graceful ways of saying accurately what you want to say *and* be inclusive in your use of language.

Note: Nonsexist writing involves much more than dealing with the pronoun problem. For example, other important aspects to be aware of when you write are avoiding sex-role stereotyping; introducing women in ways other than by referring to their marital or parental status; and using parallel terminology for men and women (e.g., use “husband and wife,” not “man and wife”) and for their accomplishments (e.g., “lawyer John Jones and geologist Jane Jones,” not “lawyer John Jones and his beautiful wife Jane”). The following references provide many practical suggestions on these and other issues of inclusive language (bibliographical information is provided in the Selected References):

The Handbook of Nonsexist Writing: For Writers, Editors, and Speakers

How to Avoid Sexism: A Guide for Writers, Editors, and Publishers

Publication Manual of the American Psychological Association

People with Disabilities

People with disabilities are not conditions or diseases. They are individual human beings.

For example, a person is **not** an *epileptic* but rather a *person who has epilepsy*.

First and foremost, they are people. Only secondarily do they have one or more disabling conditions. Hence, they prefer to be referred to in print or in broadcast media as **People with Disabilities**.

Distinction Between Disability and Handicap

A **Disability** is a condition caused by an accident, trauma, genetics, or disease, which may limit a person's mobility, hearing, vision, speech, or mental function. Some people with disabilities have one or more disabilities.

A **Handicap** is a physical or attitudinal constraint that is imposed upon a person, regardless of whether that person has disability. . . .

Example:

Some people with disabilities use wheelchairs. Stairs, narrow doorways and curbs are handicaps imposed upon people with disabilities who use wheelchairs.

People with disabilities have all manner of disabling conditions:

- Mobility impairments
- Blindness and vision impairments
- Deafness and hearing impairments
- Speech and language impairments
- Mental and learning disabilities

Glossary of Acceptable Terms

Person with disability.

Disability, a general term used for functional limitation that interferes with a person's ability; *for example*, to walk, hear, or lift. It may refer to a physical, mental, or sensory condition.

People with cerebral palsy, people with spinal cord injuries.

Person who had a spinal cord injury, polio, a stroke, and so forth, or a person who has multiple sclerosis, muscular dystrophy, arthritis, etc.

From *Disability Etiquette Handbook*, City of San Antonio Disability Access Office. Found on the Web at <<http://www.ci.sat.tx.us/planning/handbook/deh1.htm>>

Has a disability, has a condition of (spina bifida, etc.), or born without legs, and so forth.

Deafness/hearing impairment. *Deafness* refers to a person who has a total loss of hearing. *Hearing impairment* refers to a person who has a partial loss of hearing within a range from slight to severe.

Hard of hearing describes a hearing-impaired person who communicates through speaking and speech reading, and who usually has listening and hearing abilities adequate for ordinary telephone communication. Many hard-of-hearing individuals use a hearing aid.

Person who has a mental or developmental disability.

Uses a wheelchair or crutches; a wheelchair user; walks with crutches.

Able-bodied; able to walk, see, hear, and so forth; people who are not disabled.

People who do not have a disability.

A person who has (name a disability.) *Example:* A person who has multiple sclerosis.

Bestiary: A Compendium for the Careful and the Crotchety

A before H. Unless you're prepared to write *an* horse, *an* ham, or *an* hamburger, make it *a* historian, *a* historical or *a* hysterical moment. The initial *h* in those words is pronounced, or rather aspirated, unlike in *hour* or *honest*, in which the initial *h* sounds like a vowel.

Active Consideration. Have you ever heard of anybody giving a plan or proposal passive consideration? This is bureaucratic baloney meant to sound grander than *thinking it over*.

Alternately/Alternatively. Don't confuse the two. The first means "by turns": *They traveled alternately by snowmobile and dogsled*. If only one were available, they would go by dogsled, or, *alternatively*, by snowmobile.

Anymore. When the *Webster III* dictionary came out, language purists were shocked that it permitted *any more* to be written as one word, *anymore*. Well, all right (NEVER *alright*), I don't like it a lot (NEVER *alot*), but will go along—with this reservation: When you're writing about something additional, make it two words: *I don't want any more advice from you*. When it's used as an adverb, as in, *I don't want to argue with that editor anymore*, go ahead and make it one word. By the way, if you've ever written some place as one word, don't do it any more.

Concept. Pompous noun for *idea*, *notion*, *scheme*. Use one of those less grand words unless you're referring to something complex, like Einstein's concept of the universe, or Kung's concept of the church. Not *the mayor's new concept of parking lot use*. (Be careful of *notion*, though. It's often used as a sneer word, meaning a sort of harebrained idea: *He had a notion he could halt the arms race*.)

Conceptualize. Same thing. Fit for, say, an effort to conceptualize the movement of subatomic particles. But why bother? What's wrong with *envision*?

Convince, Persuade. *Convince* requires a state of mind, *persuade* a course of action. A person often acts in accordance with convictions, but not necessarily. The editor may try to convince you that a lead is poor; failing, he may persuade you to change it anyway. The distinction is valuable and should be preserved. Think: convince *that*, persuade *to*.

Dichotomy. It means "a split or division into two contradictory or mutually exclusive parts": truth and falsehood, right and wrong. *Split* or *division* is preferable in news writing.

Dilemma. If we restrict this word (or any word) to its precise meaning we keep its usefulness. *Dilemma* is not a synonym of *predicament* or *jam* or *trouble*. It means that someone faces two alternative courses of action, both of which are likely to be unpleasant. "On the horns of a dilemma" is a cliché to be avoided, but it does illustrate the special problem the word defines.

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Disinterested. Does not mean *uninterested*. *Disinterested* means personally detached, unbiased in a matter in which you have no stake. *Uninterested* simply means lacking interest. You can be *disinterested* in your friend's divorce without being at all *uninterested*. As a reporter you should always be *disinterested* but never *uninterested*.

Excellence, Pursuit of. Shopworn to the point anything associated with excellence should never be. A favored, if immodest, characterization by certain professional groups of their current scrambling. Sometimes unavoidable in direct quotes; use with extreme caution at other times.

Expect/Anticipate. Politicians and others given to pretentiousness often substitute *anticipate* for *expect*. The words do not mean the same and the distinction should be kept. To expect is simply "to look ahead to." *Citrus growers expect about the same production as last year.* The word *anticipate* means "to look ahead to—and do something about it." *They put smudge pots in the groves, anticipating frost.*

Farther/Further. Correct usage requires *farther* when speaking of literal distance; *further* in all other instances. *My desk is farther from the water cooler than yours.* *Your daughter is further along in school than mine.* But be careful. The expression *taking it a step further*, for example, is correct because *step* is used metaphorically, not as a literal measure of distance.

Fewer/Less. That beer does not have *less* calories, that beer has *fewer* calories. *Less* applies to quantities, *fewer* to numbers. Ironclad rule: *less* modifies a singular noun, *fewer* modifies a plural noun. *Fewer* calories, *less* taste.

Fortunate/Fortuitous. Although some, seeking pomposity, substitute *fortuitous* for *fortunate*, the words are not synonymous. *Fortunate* means "lucky." *Fortuitous* means "by chance," "by accident." Something which is *fortuitous* can also be *fortunate*, but unless it happened by chance, *fortunate* is the correct word: *It was fortunate that the plane had enough fuel to reach an alternate landing field.* *The pilot's choice was fortuitous; all the other fields were damaged.*

Founder/Flounder. *Without steam, the pumps could not function and the ship began to flounder and go down.* No, it didn't. It began to *founder*, that is "to collapse, to break down suddenly." To *flounder* means "to move clumsily, awkwardly, in confusion"—probably a blend of *founder* and *blunder*. (When that foundering ship sank, a flounder [noun] might have watched.)

From . . . to. This construction denotes a logical progression, as from A to Z or from girlhood to womanhood, or from stock room to board room, or from soup to nuts. To write *activities that range from golf to investing* begs the question: what goes between? To write from *golf to investing to racing to poker* is worse. What you probably mean is, *as diverse as*. If so, say so.

Hopeful/Fearful. They were fearful that he might be ill and hopeful that he would recover. A \$10,000 reward for proof that these words improve upon, *They were grateful that he had returned, feared he might be ill, and hoped he would recover.* (The battle against *hopefully*, used in the sense of "we hope" [*Hopefully the Dodgers will win the pennant.*] seems hopeless—hopefulness?—but fight on.) These formulations have already betrayed at least one writer into *she said shamefully*, when she meant *shamefacedly*. For shame.

Infer/ImPLY. *The official complained that the newspaper story falsely inferred that he had condoned racial hatred.* The word the writer intended was *implied*. *Infer* means “to deduce or judge from evidence.” *ImPLY* means “to intimate, to signify, to hint.”

Innovative. Ridden hard by advertising copywriters and institutional and political boosters and propagandists, this adjective is nearly exhausted. Few programs, policies or people are truly original. Reserve the word for such rare instances. Renaming three courses in its curriculum doesn’t make Podunk College an *innovative* school.

Input. Nice computer term, so let’s keep it in the technical kennel. In human affairs, warm-blooded words are better: *They sought a stronger voice, or a greater say, at city hall, not more input.*

Interface. A technical word from science and engineering that jargoneers find irresistible. It means a connection between independent systems, as between a computer and a typesetting machine. Showoffs apply it to human relations, where *coordination*, *agreement*, *something in common*, *shared*, are all better terms. *Doctors and nurses should interface more in a hospital setting* might be tough if many wear glasses. Why not work together? Do we interface on this point?

Kudos. The Greeks had a word for it and it was *kydos*, meaning “glory.” It has come to us almost intact as *kudos*, meaning “acclaim in recognition of achievement.” It is a good word to avoid because it often sounds wrong when used correctly, as in *kudos is in order for Joe Smith*. It is a singular noun in the same way that *pathos*, of similar Greek origin, is singular. There is no such word as *kudo* just as there is no such word as *patho*. If you simply avoid *kudos* it will be to your glory.

Lifestyle. Overworked vogue word, usually just a flossy way of saying *life* or *way of living*. *After years of comfort and luxury, financial setbacks changed his lifestyle (life).* *Some Acapulcans have a splendid lifestyle (live splendidly).*

Literally. Disastrous as a casual intensifier because it means that something is factually and precisely true. *The Mets literally slaughtered the Cardinals last night* would have left at least nine corpses. I would never use *literally* in a million years. I mean that figuratively.

Media. This word is plural. The press is a news *medium*, television is a *medium*, radio is a *medium*. Together they are news *media*. Never write, *The media is sometimes guilty of bad grammar*. Write, *The media are . . .*

Militate/Mitigate. The words are confusing because they sound and look alike. They aren’t the least similar in meaning. *Militate* (from the Latin word for *soldier*) means “to have weight or effect.” *Mitigate* (from the Latin “to soften”) means just that: “to soften, make less severe or painful, alleviate, mollify.” *The judge mitigated the sentence from 30 days to 10.* *The unpredictable economy militates against long-term planning.* Choose plainer words.

Notion. See **Concept**.

Nouns into Verbs. Turning nouns into verbs has a long and honorable tradition: *to telephone*, *to cable*, and the more recent *to bus*. *To contact* is borderline usage, handy only when the nature of the contact is nebulous: letter, telephone call, native runner? But draw the line at noun-spawned verbs that serve no real need and sound gushy, like *debut*, *host*,

author. People make their debuts, give parties, write books. Especially execrable is debut in the past tense: The new edition debuted three months ago.

Only. Be careful where you place this trouble-fraught little modifier. Put *only* before any word in the following seven-word sentence and you get seven different meanings: *I hit him in the eye yesterday*. But don't get pedantic about it. In such commonly understood phrases as *I only want orange juice*, placement of *only* where it strictly belongs (before orange juice) seems stilted. I'm only trying to help.

Option. If you don't like this word, which bureaucrats and academic babblers have made *de rigueur*, you have an option: *choice*. Same with the verb *opt*: choose *choose*.

Perceive. Blown-up word for *see, understand, grasp, realize*, spewn into the conversational mainstream via academia. Through overuse for the sake of perceptual elegance, also becoming a weasel word, beclouding the obvious. *Jamaica's economic decline under Prime Minister Manley was perceived as a major cause of his defeat*. Perceived, because it was. Omit *perceived as*.

Plus. Advertisers kidnapped this innocent word from mathematicians as a trendy replacement for *also*, or *moreover* or *not only that, but*, none of which needs replacing. Let us restore *plus* to the mathematicians. Minus, never start a sentence with it.

Prestigious. This, along with *coveted*, is an automatic modifier that pops up drearily with *award, trophy, honor*. You even see the *prestigious Nobel Prize* and the *coveted Pulitzer Prize*. It goes without saying, so don't say it.

Reason Why. When *reason* is used as a noun, try never to follow it with *why*. The reason I urge this (not the *reason why* I urge this) is to reduce clutter. *Why* after *reason* is almost always superfluous. When the tone is conversational, though, it's sometimes hard to avoid the *why*—but I see no reason why rules should not have exceptions, do you?

Refer. *Refer back* is tautological; it's the only way to go. Same is true of *revert back*. That *re* prefix means back. Redundant.

Refute/Rebut. A subtle distinction here, but important, especially in journalism, to avoid editorializing unwittingly. *Refute* renders a verdict; it means "to disprove, to demolish an argument." *Rebut* means "to answer charges or allegations by counter-argument." Even though most dictionaries give *rebut* the secondary meaning of "disprove," the word isn't safe. *Reply to, contend, contradict* are neutral substitutes for *rebut* and probably better than *refute*.

Replicate. Scientists like to use *replicate* instead of *repeat exactly*, or *duplicate*. Let 'em.

Scenario. Tom Barber, a word-watcher at the *Milwaukee Journal*, calls it "one of those tiresome Watergate words, coined by a bunch of generals, probably, as they plotted deploying their deterrent firepower to neutralize an aggressor." Amen, Barber made a list of 99 alternate words. He wasn't even breathing hard.

Sophisticated. A cliché adjective that writers apply to any piece of technology that's over their heads. Computers, as a class for example, are no longer so remarkable that they need to be tagged as sophisticated. Neither are F-16s. Because so much is, in comparison with the ordinary writer's mechanical aptitude, *sophisticated*, the adjective should be used sparingly.

Spelling. The English language embraces so many variations in spelling that some words, like the multiplication tables, just have to be memorized. Start with these 20 and add your own: *accommodate, affidavit, asinine, consensus, diphtheria, embarrass, harass, imposter, impresario, inoculate, liquefy, pavilion, precede, rarefy, resuscitate, rococo, sacrilegious, siege, supersede, titillate.*

Stance. Means primarily a standing position, as a fighter or golfer might take. Now it is used for *attitude, position, philosophy: his foreign policy stance*. There's nothing drastically wrong with it except that it's becoming worn out, like *posture*.

Strategy. Use *plan, scheme, design, method*. *The housing agency has several strategies for dealing with urban poverty* sounds important in a handout, which is why it's there. Make it *has several ways of dealing with poverty*. Academics, of course, talk about *new strategies in curricular reform*, but there is no redeeming them.

Subsume. As soon as academics began sprinkling their learned papers with this vogue word, bureaucrats jumped all over it. Most of them misuse it. *Subsume* means "to include within a larger group." *The question of twice-weekly garbage pickup was subsumed by the debate over the whole municipal budget*. Probably because it looks and sounds like *consume*, some mistakenly take it to mean "to eat up." Don't you.

Supportive of. Why weaken a decent verb by turning it into an adjective with a preposition? *He was supportive of the fund drive?* *He supported the fund drive.*

Thrust. Doesn't blast off quite as frequently as it used to, but it's still tired and, by association with the types who keep using it as a noun, pompous. *The thrust of the 21-page report . . .* Make it *gist, tenor, drift, burden*.

Utilize. No discernible reason why anyone would want to substitute that verb for *use*. They have exactly the same meaning, so why choose the longer and ugly word over the short and crisp one? Use *use*.

Verbal/Oral. *Verbal* applies to any use of language, either spoken or written. *Oral* applies to spoken language only. *He made a verbal commitment* is nonsense.

Viable. In its original sense in the life sciences, *viable* means "capable of survival and growth." Now it is used for *real, workable, practical, sound, healthy*. If those splendid words needed technical reinforcement, *viable* would be all right. But there is no need for it, and, besides, misuse robs *viable* of a limited and precise meaning.

Viable Alternative. Used in *viable's* (regrettably) expanded sense to mean "a sound or workable alternative." But does anyone ever seek an unsound or unworkable alternative? The adjective is redundant; leave it out. The same often applies to modifiers for *solution* and *option*.

Virtual. It doesn't mean "actual," and it doesn't mean "nearly," either. *Virtual* means that something has the effect but not the form. *When the president resigned, the vice president became the virtual head of the company* (even though he had not been so named).

Whence, Albeit, Wherein, Thus. All somewhat archaic and therefore (not *hence*) undesirable. But if you must use *whence*, it means "from where"; *from whence* is tautological.

Bibliographical Form for Publications Cited in Manuscripts of the California Department of Education

The following examples apply to the reference lists contained in Department publications. *Note:* When author-date citations are used in running text, a different bibliographical form is used in which the date is placed immediately after the author's name instead of at the end of the citation. Otherwise, the same style applies for titles, capitalization, and punctuation.

A. Books and Handbooks

One author	Friend, Jewell A. <i>Writing English as a Second Language</i> . Glenview, Ill.: Scott, Foresman & Co., 1970.
Two authors	Gunning, Robert, and Douglas Meuller. <i>How to Take the Fog Out of Business Writing</i> . Chicago: Dartnell Corp., 1994.
Three authors	Van Hagen, Winifred; Genevie Dexter; and Jesse Feiring Williams. <i>Physical Education in the Elementary School</i> . Sacramento: California Department of Education, 1951.
More than three authors	Lambuth, David, and others. <i>The Golden Book on Writing</i> . New York: Penguin Books, 1987.
Authors of different volumes	Curme, George O., and Hans Kurath. <i>A Grammar of the English Language</i> . In three volumes. Boston: D.C. Heath & Co., 1935. (Vol. I: <i>History of the English Language, Sounds and Spellings, Word-Formation</i> by Kurath; Vol. II: <i>Parts of Speech and Accidence</i> by Curme; Vol. III: <i>Syntax</i> by Curme.)
Book, author, part of a series, with editor of series	Hallett, Robin. <i>Africa Since 1875: A Modern History</i> . University of Michigan History of the Modern World. Edited by Allan Nevins and Howard M. Ehrmann. Ann Arbor: University of Michigan Press, 1974.
Book, no author (most Department publications)	<i>Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities</i> . Sacramento: California Department of Education, 1994.
Part of book, with author and preparer	Shellhammer, Thomas A. "Testing and the Ethnic Minority and/or Disadvantaged Youth," in <i>Strengthening Counseling Services for Disadvantaged Youth</i> . Prepared by Ruth B. Love. Sacramento: California Department of Education, 1966, pp. 83–85.
Editor, no author, one of several handbooks	<i>Taxonomy of Education Objectives: The Classification of Educational Goals—Handbook I: Cognitive Domain</i> . Edited by Benjamin S. Bloom. New York: David McKay Co., Inc., 1956.
Editor, no author	<i>Cambridge World Gazetteer: A Geographical Dictionary</i> . Edited by David Munro. New York: Cambridge University Press, 1990.

Compiler, no author	<i>Guide to Reference Books</i> (Tenth edition). Compiled by Eugene P. Sheehy. Chicago: American Library Association, 1986.
Preparer, no author	<i>The Arts: A Competitive Advantage for California</i> . Prepared by the Policy Economics Group. Sacramento: KMPG Peat Marwick and the California Arts Council, 1994.
Handbook, one of series	<i>Attendance Accounting in California Public Schools</i> (1967 edition). Compiled by Jack T. Erikson. School Business Administration Publication No. 5. Sacramento: California Department of Education, 1967.
Workbook with different parts	<i>Culinary Arts: Workbook, Part 2</i> . Prepared under the direction of the Bureau of Industrial Education. Sacramento: California Department of Education, 1975.
U.S. Government publication, with author	Cutts, Warren G. <i>Research in Reading for the Middle Grades: An Annotated Bibliography</i> . OE-30009, Bulletin No. 31. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1963.
U.S. Government publication, no author	<i>Title II Elementary and Secondary Education Act—School Library Resources, Textbooks, and Other Instructional Materials—Guidelines</i> . OE-15659-A (Revised edition) Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967.
Legislative report, one in a volume	<i>A Redefinition of State Responsibility for California's Mentally Retarded</i> . Assembly Interim Committee Report, Vol. 21, No. 10, 1963–1965. Sacramento: Assembly of the State of California, 1965
Foreign publications	<i>Littérature française</i> . Publiée sous la direction de Joseph Bédier et Paul Hazard. Nouv. éd. refondue et augm. sous la direction de Pierre Martino. 2 tomes. Paris: Librairie Larousse, 1948-49. (Previously published under this title: <i>Histoire de la littérature française, illustrée</i> .)

B. Periodicals

No author	“New Federal Act Provides Funds for Establishing Model Programs to Assist Preschool Handicapped Children,” <i>Special Education</i> , Vol. 17 (April 1969), 1.
One author	Gore, Beatrice. “Articulated Programs for Orthopedically Handicapped Pupils,” <i>California Education</i> , Vol. 1 (June 1964), 11–12.
Two authors	Webster, Helen M., and Elva S. Daniels. “Singing to the Music of Bells,” <i>Instructor</i> , Vol. 84 (February 1975), 64.
Three authors	Pelow, Randall; Lois McDonnell; and Linda Pye. “Bedrock Learning: An Excursion into Earth Science,” <i>Instructor</i> , Vol. 84 (April 1975), 74.
More than three authors	Mayor, John R., and others. “Suggestions for the Improvement of Science Instruction in California Secondary Schools, Grades Nine Through Twelve,” <i>California Schools</i> , Vol. 33 (October 1962), 373–86.
Compiler	“Current Opinion on Public Education.” Compiled by Kenneth I. Pettit. <i>California Schools</i> , Vol. 33 (January 1962), 19–21.

Periodical with “bulletin” in title	“Modern Foreign Languages in the Comprehensive Secondary School.” The 1958-59 Major Project of the NASSP Committee on Curriculum Planning and Development. <i>Bulletin of the National Association of Secondary School Principals</i> , Vol. 43 (September 1959), 1–14.
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C. Miscellaneous

Speech	Riles, Wilson. “No School Is an Island.” Address given before the Commonwealth Club of California, San Francisco, California, May 16, 1975.
Paper	Elegy, Roland. “Product Development and Marketing.” Paper presented at the annual meeting of Comdex, Las Vegas, Nevada, November 2001.
Legislative report	<i>School Districts That Were Granted Waivers of Administrator-Teacher Ratio Limits in 1972-73 and 1973-74</i> . A report to the California Legislature as required by <i>Education Code</i> Section 17525.1. Sacramento: California Department of Education, 1974.
Lengthy brochure	<i>Early Childhood Education: A New Beginning for California’s Children</i> . Sacramento: California Department of Education, 1974 (brochure).
Newspaper article	Robertson, Deane. “A Glut of Shortages,” <i>The Sacramento Bee</i> , June 5, 1975.
Audiovisual materials, annotated	<i>German Art Through the Ages</i> . Allentown, Pa.: Wible Language Institute [n.d.]. Filmstrip, color, 25 frames; or 25 slides; sound on reeltape or cassette; printed text. (A survey of German art from early Romanesque to Expressionism)
Unpublished doctoral dissertation	Mirman, Norman. “A Study of Social Adjustment as It Relates to Grade-Skipping in the Elementary School.” Los Angeles: University of California, 1961 (doctoral dissertation).

D. Web Resources

A Web document should ideally have an author, a title, and a date, as follows:

Beckleheimer, Jeff. *How Do You Cite URL’s in a Bibliography?* <<http://www.nrlssc.navy.mil/metal/bibliography.html>> .1994.

Quinion, Michael. *Citing Online Sources*. <<http://www.quinion.com/words/articles/citation.htm>>. 21 June 1996.

References to useful Web sites may simply list the organization and its Web address, as follows:

California Association for the Education of Young Children (CAEYC).
<http://www.caeyc.org/about_tbl.html>

California Center for Health Improvement. <<http://www.cchi.org>>

Note: If you have to split a Web address at the end of a line, do so at a slash (/) or a period but never at a hyphen.

Footnote Form for Publications Cited in Manuscripts of the California Department of Education

Note: An acceptable alternative to using footnotes is to use the author-date style for citations. When doing so, be sure to use the author-date style for the reference list as well. See the note at the beginning of the previous section, “Bibliographical Form for Publications.”

A. Books and Handbooks

One author	¹ Jewell A. Friend, <i>Writing English as a Second Language</i> . Glenview, Ill.: Scott, Foresman & Co., 1970, pp. 342–43.
Two authors	² William Strunk, Jr., and E. B. White, <i>The Elements of Style</i> (Second edition). New York: Macmillan Co., 1972, pp. 28–29.
Three authors	³ Winifred Van Hagen, Genevie Dexter, and Jesse Feiring Williams, <i>Physical Education in the Elementary School</i> . Sacramento: California Department of Education, 1951, p. 199.
More than three authors	⁴ David Lambuth and others, <i>The Golden Book on Writing</i> . New York: Penguin Books, 1987, pp. 28–29.
Author of volume in works of more than one volume	⁵ George O. Curme, <i>Parts of Speech and Accidence</i> , Vol. II of <i>A Grammar of the English Language</i> . Boston: D. C. Heath & Co., 1935, p. 65.
Book, author, part of series, with editor of series	⁶ Robin Hallett, <i>Africa Since 1875: A Modern History</i> . University of Michigan History of the Modern World. Edited by Allan Nevins and Howard M. Ehrmann. Ann Arbor: University of Michigan Press, 1974, p. 111.
Part of book, with author and preparer	⁷ Thomas A. Shellhammer, “Testing and the Ethnic Minority and/or Disadvantaged Youth,” in <i>Strengthening Counseling Services for Disadvantaged Youth</i> . Prepared by Ruth B. Love. Sacramento: California Department of Education, 1966, p. 83.
Editor, no author, one of several handbooks	⁸ <i>Taxonomy of Education Objectives: The Classification of Educational Goals—Handbook I: Cognitive Domain</i> . Edited by Benjamin S. Bloom. New York: David McKay Co., Inc., 1956, p. 56.
Editor, no author	⁹ <i>Cambridge World Gazetteer: A Geographical Dictionary</i> . Edited by David Munro. New York: Cambridge University Press, 1990, p. 5.
Compiler, no author	¹⁰ <i>Guide to Reference Books</i> (Tenth edition). Compiled by Eugene P. Sheehy. Chicago: American Library Association, 1986, pp. 8–9.

Preparer, no author	¹¹ <i>The Arts: A Competitive Advantage for California</i> . Prepared by the Policy Economics Group. Sacramento: KMPG Peat Marwick and the California Arts Council, 1994, p. 51.
Handbook, one of a series	¹² <i>Attendance Accounting in California Public Schools</i> (1967 edition). Compiled by Jack T. Erikson. School Business Administration Publication No. 5. Sacramento: California Department of Education, 1967, pp. 70–71.
Workbook with different parts	¹³ <i>Culinary Arts: Workbook, Part 2</i> . Prepared under the direction of the Bureau of Industrial Education. Sacramento: California Department of Education, 1975, p. 3.
U.S. Government publication, with author	¹⁴ Warren G. Cutts, <i>Research in Reading for the Middle Grades: An Annotated Bibliography</i> . OE-30009, Bulletin No. 31. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1963, p. 3.
U.S. Government publication, no author	¹⁵ <i>Title II Elementary and Secondary Education Act—School Library Resources, Textbooks and Other Instructional Materials—Guidelines</i> . OE-15069-A. (Revised edition) Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967, p. 10.
Legislative report, one in a volume	¹⁶ <i>A Redefinition of State Responsibility for California's Mentally Retarded</i> . Assembly Interim Committee Report, Vol. 21, No. 10, 1963–1965. Sacramento: Assembly of the State of California, 1965, p. 12.
Foreign publication	¹⁷ <i>Littérature française</i> . Publiée sous la direction de Joseph Bédier et Paul Hazard. Paris: Librairie Larousse, 1948-49, p. 3.

B. Periodicals

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One author	² Beatrice Gore, “Articulated Programs for Orthopedically Handicapped Pupils,” <i>California Education</i> , Vol. 1 (June 1964), 11.
Two authors	³ Helen M. Webster and Elva S. Daniels, “Singing to the Music of Bells,” <i>Instructor</i> , Vol. 84 (February 1975), 64.
Three authors	⁴ Randall Pelow, Lois McDonnell, and Linda Pye, “Bedrock Learning: An Excursion into Earth Science,” <i>Instructor</i> , Vol. 84 (April 1975), 74.
More than three authors	⁵ John R. Mayor and others, “Suggestions for the Improvement of Science Instruction in California Secondary Schools, Grades Nine Through Twelve,” <i>California Schools</i> , Vol. 33 (October 1962), 378.
Compiler	⁶ “Current Opinion on Public Education,” compiled by Kenneth I. Pettit. <i>California Schools</i> , Vol. 33 (January 1962), 20.

Periodical with “bulletin” in title	⁷ “Modern Foreign Languages in the Comprehensive Secondary School.” The 1958-59 Major Project of the NASSP Committee on Curriculum Planning and Development. <i>Bulletin of the National Association of Secondary School Principals</i> , Vol. 43 (September 1959), 12.
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C. Miscellaneous

Speech	¹ Wilson Riles, “No School Is an Island.” Address given before the Commonwealth Club of California, San Francisco, California, May 16, 1975.
Paper	² Roland Elogy, “Product Development and Marketing.” Paper presented at the annual meeting of Comdex, Las Vegas, Nevada, November 2001, pp. 17–19.
Legislative report	³ <i>School Districts That Were Granted Waivers of Administrator-Teacher Ratio Limits in 1972-73 and 1973-74.</i> A report to the California Legislature as required by <i>Education Code</i> Section 17525.1. Sacramento: California Department of Education, 1974, p. 2.
Lengthy brochure	⁴ <i>Early Childhood Education: A New Beginning for California’s Children.</i> Sacramento: California Department of Education, 1974 (brochure).
Newspaper article	⁵ Deane Robertson, “A Glut of Shortages,” <i>The Sacramento Bee</i> , June 5, 1975.
Audiovisual materials, annotated	⁶ <i>German Art Through the Ages.</i> Allentown, Pa.: Wible Language Institute [n.d.]. Filmstrip, color, 25 frames; or 25 slides; sound on reeltape or cassette; printed text. (A survey of German art from early Romanesque to Expressionism)
Public laws	⁷ Public Law 93-644; 88 Stat. 2291 (H.R. 14449). “Headstart Economic Opportunity, and Community Partnership Act of 1974.”
State laws	⁸ SB 1425, Ch. 102, Stats. 1974.
Resolutions:	
Senate concurrent	⁹ SCR 160, Res. Ch. 186, Stats. 1974.
Assembly joint	¹⁰ AJR 35, Res. Ch. 36, Stats. 1974.
Constitutional amendment	¹¹ ACA 1, Res. Ch. 3, Stats. 1974.
California Attorney General’s opinions	¹² 48 Ops. Cal AG 110 (1966). (After January 4, 1943) ¹³ AGO NS 956 (April 12, 1938). (Before January 4, 1943, not bound into volumes. NS indicates “new series.”)
Unpublished doctoral dissertation	¹⁴ Norman Mirman, “A Study of Social Adjustment as It Relates to Grade-Skipping in the Elementary Schools.” Los Angeles: University of California, 1961 (doctoral dissertation).

Note 1: Until the 1950s, public laws were cited as in this example: “Public Law 874, Eighty-first Congress.” Then Congress started using the form of combining the sessions with the law number: PL 81-874. Writers should make sure that the congressional session is identified in either of these ways with the law number.

Note 2: For more details on California legislative procedures, see the latest edition of *California’s Legislature*.

Note 3: Chronology of Recording of Attorney Generals’ Opinions:

Before October 30, 1936, opinions were given a straight number: AGO 15776 (date optional).

After that date the New Series of numbering was adopted, starting with NS-1: AGO NS 4025.

The opinions have been bound in volumes since January 4, 1943. From that date on, they are cited by volume number and page number in the volume, not by the NS number or any number in a subsequent numbering system: 48 Ops. Cal. AG 110.

In August 1945, a five-digit numbering system replaced the New Series, the first two numbers being the year: AGO 45-171.

In about 1971, opinions were separated into three classifications: civil opinions (CV), criminal opinions (CR), and special operations opinions (SO). The first civil opinion was CV 71-120; the first criminal opinion was CR 71-1; and the first special operations opinion was SO 71-1. A deputy attorney general heads each of those divisions and renders opinions.

Some opinions may never get included in the bound volumes; they may be cancelled or answered informally by letter. It seems there is also an index file of some minor opinions. These are filed separately and given an IL number; they are not bound.

(This information on the chronology came from the Office of the Attorney General.)

Common Copyediting Symbols

Acronyms

The following acronyms are commonly used in the Department of Education:

Note: Authors and editors should avoid the excessive use of acronyms.

AAAS	American Association for the Advancement of Science
AASA	American Association of School Administrators
AB	Assembly Bill
ABE	adult basic education
ACT	A test (never spelled out) published by the organization American College Testing
ACTFL	American Council of Teachers of Foreign Language
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators
ADA	Americans with Disabilities Act
a.d.a.	average daily attendance (as referenced in the <i>Education Code</i>)
ADD	attention deficit disorder
ADR	Alternative Dispute Resolution
AFDC	Aid to Families with Dependent Children
AIDS	acquired immunodeficiency syndrome
AIMS	Assessment Improvement Monitoring System
AIR	American Institutes for Research
AMAE	Association of Mexican-American Educators
ANSI	American National Standards Institute
ANSWER	Automated Nutrition System with Earning Reconciliation
AP	advanced placement (use italics for tests/examinations, roman type for courses)
APH	American Printing House for the Blind
API	Academic Performance Index
ASBO	Association of School Business Officials
AVA	American Vocational Association
AVID	Advancement Via Individual Determination
BCP	budget change proposal
BEO	Bilingual Education Office
CABE	California Association of Bilingual Education
CAC	community advisory committee
CACE	California Association of Compensatory Education
CAEA	California Art Education Association
CAEYC	California Association for the Education of Young Children
CAHCE	California Association of Health Careers Educators
CAHSEE	<i>California High School Exit Examination</i>

CAI	Computer Assisted Instruction
CaSAFE	California SAFE Committee
CALSTARS	California State Accounting and Reporting System
CAMP	College Assistance Migrant Program
CAPP	California Academic Partnership Program
CARE	California Agency for Research in Education
CAROC/P	California Association of Regional Occupational Centers/Programs
CAS	Comprehensive Assessment System
CASAS	Comprehensive Adult Student Assessment System
CASBO	California Association of School Business Officials
CASEMIS	California Special Education Management Information System
CASH	Coalition for Adequate School Housing
CASSA	California Association of Secondary School Administrators
CATA	California Agricultural Teachers Association
CATESOL	California Association of Teachers of English to Speakers of Other Languages
CAVA	California Association of Vocational Administrators
CAVE	California Association of Vocational Education
CAVICA	California Association of Vocational and Industrial Clubs of America
CAWEE	California Association of Work Experience Educators
CBEA	California Business Education Association
CBEDS	California Basic Educational Data System
<i>CBEST</i>	<i>California Basic Education Skills Test</i>
CBO	community-based organizations
CCIS	California Consortium for Independent Study
CCPM	Compliance and Consolidated Programs Management
<i>CCR</i>	<i>California Code of Regulations</i>
CCR	coordinated compliance review
CCS	California Children Services (<i>not</i> Children's)
CCTC	California Commission on Teacher Credentialing
CCVA	California Council of Vocational Associations
CDD	Child Development Division
CDE	California Department of Education
CDS	county/district/school code
CDSMC	Curriculum Development and Supplemental Materials Commission
CEEB	College Entrance Examination Board
CEITAN	California Early Intervention Technical Assistance Network
CETA	Comprehensive Employment and Training Act (Replaced by the Job Training Partnership Act, which in turn was replaced by The Workforce Investment Act of 1998)
CFLTA	California Foreign Language Teachers Association

<i>CFR</i>	<i>Code of Federal Regulations</i>
CFT	California Federation of Teachers
CHDP	Children’s Health and Disability Prevention
CHEA	California Home Economics Association
CHSSCO	California Head Start–State Collaboration Office
CIEA	California Industrial Education Association
CLRN	California Learning Resource Network (previously called California Instructional Technology Clearinghouse [CITC])
CMP	California Math Project
COCCC	Chancellor’s Office of the California Community Colleges
COE	county office of education
COLA	cost-of-living adjustment
CPEC	California Postsecondary Education Commission
CPIR	Consolidated Program Information Report
CPMU	Consolidated Programs Management Unit
CPR	cardiopulmonary resuscitation
CPS	career performance standard
CRA	Civil Rights Act
CS & AMC	Compressed Speech and Aural Media Center
CSB	California School for the Blind
CSBA	California School Boards Association
CSEA	California State Employees Association <i>or</i> California School Employees Association
CSIS	California School Information Services
CSLA	California School Leadership Academy
CSMT	Clearinghouse for Specialized Media and Technology
CSPD	comprehensive system of personnel development
CSR	class size reduction
CSRP	California School Recognition Program
CSSC	county/state steering committee
CSU	California State University, The
CTA	California Teachers Association
CTIIP	Classroom Teacher Instructional Improvement Program
CTO	compensating time off
CUIAB	California Unemployment Insurance Appeals Board
CWA	Child Welfare and Attendance
CWD	county welfare department
DATE	Drug, Alcohol, and Tobacco Education
DCPA	Disaster Civil Preparedness Agency
<i>DEAM</i>	<i>Department of Education Administrative Manual</i>

DECA	Distributive Education Clubs of America
DIS	designated instruction and services
DPA	Department of Personnel Administration
EAP	Employee Assistance Program
<i>EC</i>	<i>Education Code</i>
ECE	early childhood education
ECIA	Education Consolidation and Improvement Act
EDD	Employment Development Department
EDICT	Educational Development for Innovative and Creative Teaching
EDP	electronic data processing
EDY	educationally disadvantaged youth
EHA	Education of the Handicapped Act
EIA	Education Improvement Act <i>or</i> Economic Impact Aid
EIEA	Emergency Immigrant Education Assistance
EIIP	Education Improvement Incentive Program
EL	English learner
ELD	English-language development
EOA	Economic Opportunity Act
EPDA	Education Professions Development Act
EPIC	Education Planning and Information Center
EPINET	Education Personnel Information Network
ERA	Educational Resources Agency
ERIC	Educational Resources Information Center
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a second language
ESOL	English for speakers of other languages
ETC	Education Technology Center
FAPE	free appropriate public education
FBLA	Future Business Leaders of America
FCMAT	Fiscal Crisis and Management Assistance Team
FEP	fluent-English proficient
FFA	Future Farmers of America
FHA	Future Homemakers of America
FLSA	Fair Labor Standards Act
FMAC	Financial Management Advisory Committee
FRC	family resource center
FRN	family resource network
FTC	Federal Teacher Centers
FTE	full-time equivalent

FY	fiscal year
GAAP	generally accepted accounting principles
GAIN	Greater Avenue to Independence
GASB	Governmental Accounting Standards Board
GATE	Gifted and Talented Education
<i>GED</i>	<i>General Educational Development (test).</i>
GEM	General Education Management
GF	General Fund
GNP	gross national product
<i>GSE</i>	<i>Golden State Examination</i>
HEP	High School Equivalency Program
HECT	Home Economics Careers and Technology
HERO	Home Economics Related Occupations Programs
HETAC	Home Economics Teachers Association of California
HIV	human immunodeficiency virus
HOSA	Health Occupations Students of America
<i>HSEE</i>	<i>High School Exit Examination</i>
HSQIC	Head Start Quality Improvement Center
H-SS	history–social science
IASA	Improving America’s Schools Act
IB	International Baccalaureate
ICC	Intersegmental Coordinating Council
IDA	Infant Development Association
IDEA	Individuals with Disabilities Education Act
IEP	individualized education program
IFSP	individualized family service plan
IHE	institutions of higher education
IMC	Instructional Materials Center
IMDC	Instructional Materials Display Center
IMEP	Instructional Materials Evaluation Panel
IRCA	Immigration Reform and Control Act
ISBN	International Standard Book Number
IJE	Interjurisdictional Exchange
IQ	intelligence quotient
ISLE	Improving State Leadership in Education
ITP	individualized transition plan or individual training plan
ITV	instructional television
IWEN	individual with exceptional needs

JCEGE	Joint Commission on Educational Goals and Evaluation
JTPA	Job Training Partnership Act
LCC	Legal Compliance Committee (Instructional Materials)
LEA	local educational agency
LEAP	Limited Examination and Appointment Process
LEP	limited-English proficient (The term now in use is <i>English learner</i> .)
LGLP	Leroy Greene Lease-Purchase
LH	learning handicapped
LIP	local improvement plan
LRE	least restrictive environment
LSA	Learn and Serve America
MDI	Management Development Institute
MGPQRI	Middle Grades Program Quality Review Instrument
MGTF	Middle Grades Task Force
MIS	management information system
M & M	motivation and maintenance
MSDS	material safety data sheet
MTL	master tape library
MTYRE	multitrack year-round education
N & D	neglected and delinquent
NAACP	National Association for the Advancement of Colored People
NABE	National Association for Bilingual Education
NAEP	National Assessment of Educational Progress
NASAE	National Association of Superintendents of Agricultural Education
NASBE	National Association of State Boards of Education
NASSP	National Association of Secondary School Principals
NASTA	National Association of State Textbook Administrators
NC	noncompliant
NCEDL	National Center for Early Development and Learning
NCTE	National Council of Teachers of English
NDEA	National Defense Education Act
NET	Nutrition Education and Training
NIOSH	National Institute for Occupational Safety and Health
NODA	National Origin Desegregation Act
NORC	National Opinion Research Center
NOTE	New Opportunity in Teacher Education
NPS	nonpublic school
NSH	nonseverely handicapped

NSL	National School Lunch program
NVATA	National Vocational Agricultural Teachers Association
NYC	Neighborhood Youth Corps
OASDI	Old-Age, Survivors and Disability Insurance (Social Security)
OCR	Office for Civil Rights <i>or</i> optical character recognition
OEA	Office of Education Association
OIG	Office of the Inspector General
O & M	orientation and mobility <i>or</i> operation and maintenance
ORC	outreach consultant
OSHA	Occupational Safety and Health Administration (OSH Act) <i>or</i> Office of State Health Administration
PAC	parent advisory council
PACE	Projects to Advance Creativity in Education <i>or</i> Policy Analysis for California Education
PAR	personnel action request <i>or</i> Peer Assistance and Review (program for teachers)
PCA	Project Cost Account
PEP	preparing educational planners
PERB	Public Employment Relations Board
PERS	Public Employees' Retirement System
PIC	Private Industry Council
PL	Public Law
PPS	Pupil Personnel Services
PREP	Putting Research into Educational Practice
PRP	Program Revision Proposal
PQR	program quality review
PVP	Planned Vacation Program
PY	personnel year
RFP	Request for Proposal
RLA	responsible local agency
ROC/P	regional occupational center/program (merging of ROC and ROP into one program)
ROP	Regional Occupational Program (See ROC/P.)
RSP	Resource Specialist Program
RTE	Research and Teacher Education
SAA	State Applicant Agency
SAC	student advisory council <i>or</i> school advisory committee <i>or</i> school-age care
SACS	standardized account code structure

SAFAA	School Assistance in Federally Affected Areas
<i>SAM</i>	<i>State Administrative Manual</i>
SAPID	School Age Parenting and Infant Development
SARB	Student Assistant Review Board or School Attendance Review Board
<i>SAT</i>	<i>SAT I</i> and <i>SAT II</i> are tests (no longer spelled out) prepared/administered by the College Board association
<i>SAT 9</i>	Also <i>Stanford 9. Stanford Achievement Test, Ninth Edition, Form T</i>
SB	Senate Bill
SBCP	School-Based Coordinated Program
SBE	State Board of Education
SCE	State Compensatory Education
SCIF	State Compensation Insurance Fund
SCOE	Sacramento County Office of Education
SCOVE	State Council on Vocational Education
SCR	Senate Concurrent Resolution
SCS	Superintendent's Correspondence System
SDA	service delivery area
SDAIE	specially designed academic instruction in English
SDIT	State Department of Information Technology
SEA	state educational agency
SECG	State Education and Coordination Grants
SED	Special Education Division
SEECAP	Special Education Early Childhood Administrators Project
SEEDS	supporting early education delivery system
SELPA	special education local plan area
SETA	State Education and Training Agency
SHAPE	Shaping Health As Partners in Education
SIP	school improvement program
SJTCC	State Job Training Coordinating Council
SPB	State Personnel Board
SPEIR	Supporting Programs in Education Through Intercommunity Resources
SROA	State Restriction of Appointments
SSC	school site council
SSER	Special Studies and Evaluation Reports
SSPI	State Superintendent of Public Instruction
SST	student study team
<i>Stanford 9</i>	<i>Stanford Achievement Test, Ninth Edition, Form T</i>
STAR	Standardized Testing and Reporting program
STRS	State Teachers' Retirement System

TA	technical assistance
T & T	trade and technical (education)
TANF	Temporary Assistance for Needy Families
TAU	temporary authorized upgrade
TECC	Teacher Education and Computer Center
TESOL	Teaching English to Speakers of Other Languages
<i>TOEFL</i>	<i>Test of English as a Foreign Language</i>
TPRC	Transitional Program for Refugee Children
TTA	training and technical assistance
TUPE	Tobacco-Use Prevention Education
UC	University of California
UCSEC	United California State Employees' Campaign
URL	uniform resource locator
USDA	United States Department of Agriculture
USDE	United States Department of Education
VEA	Vocational Education Act
VICA	Vocational Industrial Clubs of America
WASC	Western Association of Schools and Colleges
WEE	Work Experience Education program
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children
YRE	year-round education

III. Checklists for Manuscripts

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Checklist for Authors of a Department of Education Manuscript

- ☐ The manuscript is *double-spaced* throughout.¹ Use of word processing software (not PageMaker) is strongly recommended to minimize the need for reformatting in CDE Press.
- ☐ The author or authors are identified fully and accurately. The names and titles of authors and the names of schools, school districts, colleges or universities, or departmental units are given. Exact locations of city and state are specified when appropriate
- ☐ The manuscript is organized in definite divisions (that is, chapters, sections, parts, units). Each division is given a title and a number.
- ☐ The text matter in each division (chapter, section, or whatever) contains at least center heads. There should also be some side heads when warranted; they are subservient to the center heads. A third type of heading is the run-in side head—an italicized word, phrase, or statement that begins a paragraph.
- ☐ All center heads and side heads in the manuscript are supplied with at least a short paragraph *above each head*. Thus, a chapter may never begin with a center head; some text matter must precede the head.
- ☐ All factual information regarding people, places, events, dates, numbers, formulas, and so on in the manuscript is correct.
Ensure that all lists containing telephone numbers and e-mail and Web site addresses are accurate.
- ☐ The pages of the manuscript have been carefully numbered all the way through the document.
- ☐ Interior references are supplied, with complete footnotes (author, title, city, publishing company, year of copyright, and page number[s] for books; author, title of article, name of periodical, volume number, month, year, and page number[s] for periodicals). If the author-date system is used, the corresponding style (with all publishing information) must be used in the selected references.
- ☐ The bibliography or selected references section at the end of the text matter contains *all* the references cited in the manuscript. (The bibliography may also contain additional references.)
- ☐ References, whether in the footnotes or in the bibliography, have been carefully checked for accuracy and completeness.
- ☐ The sequential numbering of footnotes begins anew with each new chapter or section (unless a coded reference system is used).
- ☐ Titles of larger works, such as books, plays, operas, symphonies, movies, and long poems, are italicized. Titles of shorter works, such as magazine articles, essays, short poems, and songs, are enclosed in quotation marks. Italics are indicated on the typed page by underlining. Italic fonts are available in most computer software.
- ☐ Drawings and photographs, if any, have been carefully prepared; and full details of sources and credits accompany them. Written parental release is required for photos of children.
- ☐ Tables and other tabular matter, if any, are accurate, clear, and meaningful. The exact source must be given if the tabular matter is derived from some other published work.

¹Submit both hard copy and disk for computer-generated material. See page 8 for information on submission of disks to CDE Press.

- ☐ Appendixes, if any, appear at the end of the manuscript (*before* the selected references). Appendixes are referenced in the text in the order in which they appear in the appendix section and have been carefully examined and prepared with a view to enhancing the total work.
- ☐ The telephone number of the author or responsible agent is supplied in case certain problems need solution.
- ☐ **Special request to author.** If a quotation from a published work is substantial in

length, time would be saved and safety ensured if you would do the following: Supply, for each quotation, a photocopy of the title page and the copyright page of the original book as well as a photocopy of the page on which the quotation appears. The page number is necessary for a full citation. (A similar procedure can be used with magazine articles.)

The more closely a manuscript follows this checklist, the lower the publishing costs will be.

Final Review Before Submitting the Document to CDE Press

1. Is the manuscript complete? (See *The Chicago Manual of Style* for more information on the following parts of a manuscript.)
 - ☐ Title page
 - ☐ Publishing statement
 - ☐ Contents, including list of tables (Be sure the wording on the Contents page is exactly the same as in the text.)
 - ☐ Foreword (for State Superintendent)
 - ☐ Preface (for deputy superintendent and division chief)
 - ☐ Acknowledgments
 - ☐ Text, including footnotes
 - ☐ Appendix
 - ☐ Glossary
 - ☐ Selected references
 - ☐ Photographs and illustrations
 - ☐ Letters of permission to use all copyrighted materials (See page 6 for a sample letter of request.)
2. Are all the supporting documents available for review?
3. Does the manuscript meet the Department's standards for language and style (as noted on page 4)?
4. Have I checked all my quoted materials against an original or reliable source, and have I performed all the necessary mathematical calculations to ensure the accuracy of my tabular data?
5. Have I given proper credit for all the material I borrowed?
6. Are all my references good, reliable, and available?
7. Has the document been prepared according to the "Special Instructions for Preparing Electronic Files for Submission to CDE Press"? (See Section I, "Preparations for Writing.")
8. Has the manuscript been proofread carefully? (See *The Chicago Manual of Style* for suggestions on proofreading.)

Criteria for Manuscripts Submitted to CDE Press

Before submitting a manuscript to CDE Press for publication, a Department of Education consultant should review the manuscript to ensure its compliance with the following Department standards:

Preparation

- ☐ The manuscript is typed; the copy must be **double-spaced**. Stick to word processing format on disk.
- ☐ The manuscript was approved by other agencies as appropriate.
- ☐ The purpose and content had been approved for conformity with Department goals and policies before the writing of the document was begun.
- ☐ All necessary reviews and approvals for publication have been obtained (i.e., from the division director, deputy superintendent, and Executive Office).
- ☐ Permission to use copyrighted material (or other material extensively quoted or paraphrased) and full citation information are secured.

Title

- ☐ The title is appropriate for the content.
- ☐ The title is appropriate for indexing.

Contents

- ☐ The table of contents reflects a logical and complete outline of the subject.
- ☐ It is broken down conveniently for the reader (not too long or too brief).

Foreword

- ☐ The foreword (or “Message”) by the State Superintendent has been approved by the Executive Office.

Preface

- ☐ The preface states the reason the work was undertaken.
- ☐ The reason is clearly related to the Department’s goals and the needs of the schools.
- ☐ The method of research is stated clearly.
- ☐ Acknowledgments are included appropriately (in the preface or in a separate section).

- ☐ The appropriate approvals for the preface are secured (deputy superintendent and division chief).

Introduction

- ☐ The audience for the document is clearly and specifically stated.
- ☐ The purpose of the document is clearly stated in terms of the Department’s mission and the expected usefulness of the document in the schools.
- ☐ The use to which the reader is expected to put the document or the information it contains is clearly stated.
- ☐ The organizational method of the document is clearly and concisely stated.
- ☐ Background information necessary to orient the reader is included.

Body

- ☐ The organization of the material is logical.
- ☐ The organization makes the material easily accessible to the reader.
- ☐ Each section (and subsections in a complex work) contains a brief introduction that serves as a transition between the previous section and what follows.
- ☐ The document is comprehensive within the scope set forth in the preface or introduction.
- ☐ The arrangement of material is convenient.
- ☐ The tone, diction, and type of information are appropriate for the target audience.
- ☐ Charts, tables, and figures are arranged logically and conveniently.
- ☐ Sources of charts, tables, and figures (or of the information contained in them) are clearly and completely stated.
- ☐ Each chart, table, and figure has a complete head.
- ☐ Charts, tables, and figures are numbered consecutively within each chapter, with arabic numerals.

-
- ☐ All charts, tables, and figures are referred to in the text and appear *after* the first reference.
 - ☐ Photos are provided separately and are identified for matching with the appropriate points in the text.
 - ☐ All line drawings are camera-ready, or clear instructions for preparation are supplied for the Division's graphic artists.

Back Matter

- ☐ Appendixes are appropriate, well referenced, and well organized.
- ☐ The glossary is useful, clear, complete, and correct.
- ☐ The bibliography is comprehensive and accurate, each entry containing the essential search data.
- ☐ Notes, references, and sources are thoroughly referenced and documented.

Reminder: Has the document been approved for CDE Press services by the division director, deputy superintendent, and Executive Office?

Checklist for Editing Manuscripts

General Procedures to Be Followed for All Jobs

- ☐ Write neatly and legibly, using a dark black pencil.
- ☐ Show additions and changes above the lines, not below.
- ☐ Type all inserts of three or more lines. Retype all copy that becomes too messy for a good typist to follow easily.
- ☐ Make sure you always have running text. Never use flaps for inserts. Cut copy and paste in inserts (no staples) or attach inserts to full separate pages. Keep all pages the same size—8 1/2 " x 11".
- ☐ Make sure all pages are numbered in sequence. Number added pages a, b, and so on; and note on preceding pages that a, b, and so on, have been added.
- ☐ Make an alphabetical list of all words in the manuscript about which you have a choice of treatment (for consistency in hyphens, caps, and so on) and show your use or choice or preference.

Minimal Copyediting Tasks for All Jobs (also referred to as *light editing*)

- ☐ Review and correct spelling, grammar, and punctuation.
- ☐ Correct inconsistencies in capitalization and compounding, number style, abbreviations, use of italics or underscores, and sequence of anything alphabetical or numerical.
- ☐ Point out, but do *not* rewrite, awkward, turgid, confusing sections.
- ☐ Point out, but do not fix, major organizational problems.

Additional Copyediting Tasks

- ☐ Check heads in text and tables against contents; make the same or query.
- ☐ Make table of contents and list of tables (if not provided by author).
- ☐ Make sure all subheads (center and side heads) are preceded by some text.

- ☐ Mark end-of-line hyphens to be deleted or retained.
- ☐ Put all tables in consistent, proper form; ensure parallelism within and among tables.
- ☐ Check parallelism throughout text; rewrite when necessary to make elements in series parallel. Be sure all lists are consistent in format.
- ☐ Check pronouns; make sure all have clear antecedents; replace with nouns or rewrite.
- ☐ Check passives; whenever possible and appropriate, try to replace with active voice.
- ☐ Remove first person throughout manuscript except for preface/foreword.
- ☐ Eliminate sexist language; pluralize, neuterize gracefully, or write around the problem when possible.
- ☐ Explain unfamiliar acronyms and abbreviations at first mention.
- ☐ Substitute one word for many, short words for long ones, and so on, throughout the manuscript.
- ☐ Make sure all referenced matter (tables, charts, footnotes, and so on) follows its first callout.
- ☐ Check cross-references to sections of the same document for accuracy and consistency.
- ☐ Make sure all items in notes are also in the bibliography with the same facts of publication. Put in consistent format.

More Substantive Editing, Rewriting, and Related Tasks

- ☐ Check math, numbers, problems, answers to questions in exercises.
- ☐ Check descriptions of tables in text with information on tables themselves.

Adapted from material provided by EEI Press, 66 Canal Center Plaza, Suite 220, Alexandria, VA 22314-5507.

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- ☐ Review whole manuscript for sentences, paragraphs, portions that can be eliminated.
 - ☐ Write or add heads, subheads as necessary.
 - ☐ Check organization and reorganize if necessary.
 - ☐ Rewrite awkward, turgid, confusing sections.
 - ☐ Review logic of arguments; look for weak points.
 - ☐ Write transitions.
 - ☐ Write summaries for chapters/sections; for entire document.
 - ☐ Check accuracy of content.

Appendix

Printing, Publishing, and Publications

Department of Education Administrative Manual, Section 3800

POLICY

All printing and publishing requests must come through CDE Press. Authorization by anyone other than CDE Press may result in that person being personally liable for all costs incurred. For further information, see the chapters in the *State Administrative Manual (SAM)* on Publishing/Printing (Section 2800).

RESPONSIBILITIES

CDE Press reviews manuscripts submitted for printing or publication and checks for compliance with all applicable laws, regulations, and policies. CDE Press has the sole responsibility for determining where a job must be printed.

DEFINITIONS

1. Printing
Printing consists of graphic design, proportionally spaced typesetting, and the use of metal plate to apply printing ink to paper.
2. Publication
A publication is an electronic document on a Web site or a set of written sheets printed as a bound (may be stapled only) volume with a cover and/or title page with title, name of publisher, and date and place of publication, and the names of originating units or authors. It also has a table of contents and the pages are arranged in sequential order.
3. Editing
The material submitted for printing or reproduction is reviewed and checked for compliance with all applicable laws, regulations, and policies.
4. Typesetting
The material is typeset on computer.
5. Graphic Design
Various artwork, photographs, drawings, etc., are entered into the text and the material is put in page format.
6. Multimedia
Materials are reproduced in several media

RESPONSIBILITIES

CDE Press

1. Ensuring that printed or published material and computer software produced by the Department meet the “Minimum Standards for the Preparation of a Department of

Education Manuscript” listed on page [9] of the *Style Manual for the California Department of Education*.

2. Making certain that federal and state regulations governing publications, reproduction of software, printing, and related activities and the State Board of Education and Department’s policies relating to these processes are followed.
3. Adhering to a bidding process to request bids from the Office of State Publishing (OSP) as well as local and statewide private printing and copying firms. This is to ensure that the printing or duplicating is done at the lowest cost. ALL Department publications and related material are to be reviewed by CDE Press for approval before they are printed, copied, or reproduced.

Requesting Unit

1. Ensuring that there are adequate available funds to complete the job.
2. Providing CDE Press with authorized signatures and a current Index/PCA number.
3. Providing background information for checking copyright permission/s.

APPROVALS

Before a manuscript is submitted to CDE Press for editing and publishing, the appropriate division chief and/or deputy superintendent must approve it.

1. New material for printing, publishing, or making electronic copies, which may consist of:
 - a. Publications
 - b. Documents
 - c. Business cards
 - d. Department forms
 - e. Videotapes
 - f. CD-ROMs
 - g. Computer Disks
 - h. Envelopes
 - i. Department letterheads
 - j. Web pages
2. Reproduction of material from a source other than the Department, used with permission.
3. Duplication of material copyrighted by the Department.

(Material for Numbers 1 and 2 may be submitted in writing or on disk or transferred via electronic mail.)

COPYRIGHT INFORMATION

The Copyright Law of the United States, other federal regulations covering copyrights, and the copyright policy of the State Board of Education will be followed in the copyrighting of Department publications and in the reproduction of copyrighted material. The Copyright Program Officer in CDE Press has overall responsibility for all matters of copyright in the Department, including the release of the Department’s copyrighted material.

PRODUCTION AND DISSEMINATION OF DEPARTMENT MATERIAL

All news releases, advisories, CD ROMS, audiovisual presentations, films, videotapes, and related materials produced for distribution outside the Department shall be submitted to the appropriate unit for approval before release. (For news releases and advisories, the appropriate unit is the Communications Office; for publications, CDE Press.) The Contracts Office will not prepare or process any contracts for these items without such approval, including contracts in which the production of such items forms any part of such agreements.

Procedures for Departmental units planning to produce and disseminate education information material:

1. Determine if funds are available and authorized for the work to be done.
2. Secure approval of material from appropriate manager.
3. Consult with appropriate office to determine what must be done to meet technical, editorial, and policy requirements.
4. Submit completed Form CO-201, "Contract Work Sheet," to the Contracts Office (see sections 6000-6199 or DEAM for details). Allow adequate time to process the contract.
5. Contract approval must be received before work can begin. Failure to secure advanced contract approval may jeopardize completion of work.
6. CDE Press will act as approval or rejection authority at various specific stages of production.
7. Contact CDE Press with any questions or problems relating to Department-sponsored informational material (916) 445-7608.

CREDITS AND BY-LINES ON PUBLICATIONS

The words "California Department of Education," the year, and "Sacramento" are required on the cover of all Department publications, including newsletters, and on the opening frame of all audiovisual materials.

Proper credit will be given to the organization that developed the material and to principal authors and contributors. The credits may appear on the title page, in the publishing statement, in the preface, or in an acknowledgment.

CRITERIA FOR ESTABLISHING PRIORITIES (INTERNAL WORK)

If necessary, the appropriate deputy superintendent will set priorities in the production of publications, forms, and audiovisual material originating in his or her branch. Priority will be given to manuscripts and other materials in the following categories (no order of priority intended):

1. Reports and materials mandated by the Legislature or the federal government.
2. Forms, publications, and audiovisual materials necessary for administering programs.
3. Publications and audiovisual materials of the State Board of Education and the State Superintendent of Public Instruction.

Timelines and urgency of the publication, form, or audiovisual product will also be considered. If any program manager believes that his or her manuscript should be given a higher priority than it might normally be granted, the manager should direct his or her request for priority status to his or her deputy superintendent. If conflicts regarding priorities arise among the deputies, the Chief Deputy Superintendent will set the priority for the work in question. The necessary budgeting must be completed by the responsible program manager before any requests for priorities are made.

CRITERIA FOR ESTABLISHING PRIORITIES (OFFICE OF STATE PUBLISHING OR OTHER PRINTING FACILITIES)

The following criteria will be used by the Director, CDE Press, when it becomes necessary to establish priorities on jobs in process at OSP or other printing facilities:

1. Urgency and timeliness of the document.
2. Date the manuscript was first received at CDE Press and the date it was sent to the printing facility.
3. Other pertinent factors; e.g., availability of presses, types of binding, shortage of appropriate materials for the job, and scheduling difficulties.

The priorities that are set are subject to the approval of the appropriate deputy superintendent.

FUNDING

Funds must be budgeted and made available before any request can be accepted by CDE Press for services, which include the distribution, printing, production, or duplication of the product being requested.

General Fund appropriations may not be used for the development or production of materials for activities supported from special state or federal funds.

All requests for printing charged to current fiscal year budgets must be submitted to CDE Press, using Printing Requisition-Invoice Form Std. 67, in sufficient time to be approved and forwarded to the Department's Account Office by the first working day in June of the year in which the expenditures are to be charged.

SPECIAL INSTRUCTIONS FOR PRINTING

CDE Press has the sole responsibility for determining where a job must be printed. All printing requests must come through CDE Press. Publications have to be reproduced, printed, or published in the same manner as other material, but they require special treatment in many respects. The successful production of most publications requires careful planning and close coordination and cooperation between the initiating unit and CDE Press. Adherence to the following special instructions will facilitate and expedite the review, editing, and publication process:

Requesting Unit:

1. Provides PCA/Index and authorized signature to ensure necessary funding for printing, publications services (editing, typesetting, artwork), and shipping for each manuscript that is to be published.
2. Consults with CDE Press prior to beginning work on a publication to determine what must be done to meet technical, editorial, and policy requirements.

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3. Secures written permission to reproduce any borrowed material in the document.
 4. For questions regarding matters of style, refers to *The Chicago Manual of Style* (Fourteenth edition), published by the University of Chicago Press, or refers to the *Style Manual for the California Department of Education*, published by CDE Press. For questions regarding spelling or word division, refers to *Webster's Third New International Dictionary* (unabridged) or *Merriam Webster's Collegiate Dictionary* (Tenth edition).
 5. After the manuscript has been prepared, proofreads all of the material and submits it in typed format (double spaced) on one side of 8 ½" x 11" white sheets of paper. Submits the document on a diskette in Microsoft Word or comparable word processing format, together with the double-spaced hard copy. Leaves margins of at least one inch on all sides of the typed material and numbers each page consecutively.
 6. Completes the necessary forms for processing the document:
 - a. Form BSO-8, Requisition for Duplicating Services (if it is to be processed by the Support Service Office), or Form STD-67, Printing/Support Service Order (if the manuscript or form is to be printed by the Office of State Publishing). For printing requests under \$15,000, CDE Press may use a private printer (after obtaining three bids), in which case a Form BSO-11, Purchase Requisition must be completed. The Form STD-67 may be downloaded from the Internet, Department of General Services Forms Center at <www.osp.ca.gov/fmc/html>. The BSO-11 is on the FASD web site at <<http://fasdweb/forms.html>>. If you are not sure which form to use, check with CDE Press.
 - b. Forms BSO-8, BSO-11, and STD-67 must be signed by the person authorized to commit funds from the particular budget being used to pay for the printing and publications services and by the appropriate branch deputy superintendent.
 - c. Use Form P-352, Mailing List for State Department of Education, CDE Press, if the CDE Press distribution unit is to handle the distribution. If you have questions regarding distribution or sale of a publication, contact the CDE Press sales manager.
 7. Determines, in consultation with CDE Press, the audience for the publication, whether or not it will be sold, its complimentary distribution, and the quantity to be printed.
 8. Delivers all the necessary forms, the diskette, an original, and one copy of the manuscript to CDE Press.

CDE Press:

1. Reviews the material and estimates the cost involved in editing, publishing, and distributing the document.
2. Sends estimates in written or e-mail format to the unit manager for approval to make charges against his or her printing, publications services, and distribution budget line items for the amounts specified.
3. Sends the approved STD 67 or BSO-11 to the Business Services Office and the Accounting Office so that funds can be encumbered for printing.
4. Edits the document, and has the type set for the manuscript.

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5. Has the director or his or her designee review the edited manuscript and answer all of the editor's queries.
 6. Makes the necessary corrections to the edited document and prepares the document on disk or as camera-ready copy, including artwork, for printing.
 7. Sends the final copy of the document through the requesting unit's designee to the appropriate deputy superintendent's office for approval, if necessary.
 8. Sends the camera-ready copy or the document on disk to the Office of State Publishing, a private printer, or the Department's Business Services Unit for reproduction, in accordance with SAM Section 2800-2820.
 9. If the manuscript is being printed by the Office of State Publishing or a private printer, checks the proofs provided by the printer, and has the division director or his or her designee review the final camera proofs.
 10. Has the final document delivered to the Department's CDE Press warehouse or other distributing point for shipment, and makes certain the CDE Press sales manager has the necessary instructions for distribution. The sales manager will make certain that the document is distributed in accordance with the Library Distribution Act and *Government Code* Section 11096 as appropriate.
 11. Processes the necessary forms for any publication that has been copyrighted.

DISTRIBUTION

CDE Press will make the necessary arrangements for distribution of publications in accordance with the written instructions received from the originating unit. NOTE: The CDE Press Warehouse no longer processes Department distributions. The CDE Press office will assist program units in securing bids to obtain a mailing house to complete necessary distributions.

By law (the Library Distribution Act, *Government Code* sections 14900-14911), certain libraries must be furnished, free of charge, copies of most State publications. All publications printed at the Office of State Publishing are distributed to complete and selective depository libraries, as designated by the State Librarian, the Library of Congress, the State Archivist, and the Council of State Governments.

Copies are also available free of charge to other California libraries as long as the supply lasts. All publications reproduced or duplicated by Department facilities are distributed automatically to complete depository libraries, the Library of Congress, the State Archivist, and the Council of State Governments. Copies are not distributed automatically to selective depository libraries; however, upon request, copies are provided at no charge to selective depository libraries and to other California libraries until the supply is exhausted.

CDE Press will determine which documents will be distributed under the Library Distribution Act and will ensure that such distribution is made.

The originating unit of a publication may opt to make a complimentary distribution of a document to a select audience. The costs (shipping, postage, handling, etc.) of a complimentary distribution must be paid by the unit.

The distribution of publications must also comply with *Government Code* Section 11096:

“No state agency shall distribute a State publication as defined in Section 14902, except in response to a specific request, therefor, or to the subjects of a mailing list or distribution list who have previously requested the automatic receipt of reports of this type, or pursuant to

sections 14900, 14901, 14904, 14905.1, and 14907 [LDA].” This section shall not apply to the following publications:

- a. Public information pamphlets;
- b. Copies of legislative bills;
- c. Copies of statutes, laws, and regulations;
- d. Any information disseminated to the press;
- e. Publications which are applications, instructions, or guidelines for complying with any state or federal law, regulation, or policy;
- f. Directories.

PRICING

The prices for publications sold by the Department of Education will be set by CDE Press in accordance with state laws and regulations. The setting of prices will be coordinated with the unit responsible for developing the document.

REPRINTS

All requests for reprinting of publications will be made in the same manner as that used for requesting the printing of new or revised manuscripts. Publications for which there is a heavy demand can be reprinted with funds generated by the sale of publications when certain criteria are met. For more information on this matter call CDE Press.

BUSINESS CARDS

CDE Press is responsible for monitoring all business card requests to ensure that they conform to the guidelines set by the Superintendent of Public Instruction and that all cards represent the California Department of Education in an accurate and professional manner.

State-issued business cards should only be requested when required for official state business. Requests for business cards other than those outlined will not be processed.

Standard Business Cards

Standard business cards are those that are printed in one ink on one side only of standard sized cards (3-3/8" x 1-3/8").

Business cards are ordered on Form P-10, Requisition for Business Cards, and signed by the person authorized to expend monies from the account cited. Funds must be budgeted in the publications services line item before the cards can be printed.

Orders for standard business cards should be prepared as follows:

1. Use a separate requisition for each set of business cards requested.
2. Supply in the appropriate blanks only the information to be printed on the card.
3. If the card is a reprint of a previous card, a sample of the previous card with minor changes indicated may be taped to the requisition instead of completing the blanks.
4. Working titles other than those customarily used must be approved by the appropriate supervisor.

Nonstandard Business Cards

Nonstandard business cards are those that call for unusual size, ink, language other than English, or other features.

Orders for nonstandard business cards should be prepared as follows:

1. Requests for nonstandard business cards, if approved by the Superintendent or Chief Deputy, will be submitted on a Printing Requisition Form, STD-67.
2. A sample or legible facsimile must be taped on an 8½" x 11" sheet of paper.
3. In all other respects the requirements for standard-format cards apply.

ENVELOPES

Offices that operate a postage meter machine may obtain printed return envelopes by submitting a Printing Requisition, Form STD. 67, to CDE Press.

MEMORANDUMS

Only one format for memorandums will be used by the Department. "Department of Education" is printed in the upper right corner of the sheet.

LETTERHEAD

The official letterhead used by the California Department of Education is approved by the State Superintendent of Public Instruction. All offices will use the 721 Capitol Mall address.

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